

Gould, F. L.

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Some aspects of negro education in the south.



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Thesis

SOME ASPECTS OF NEGRO EDUCATION IN THE SOUTH

Submitted by

Florence Louise Gould

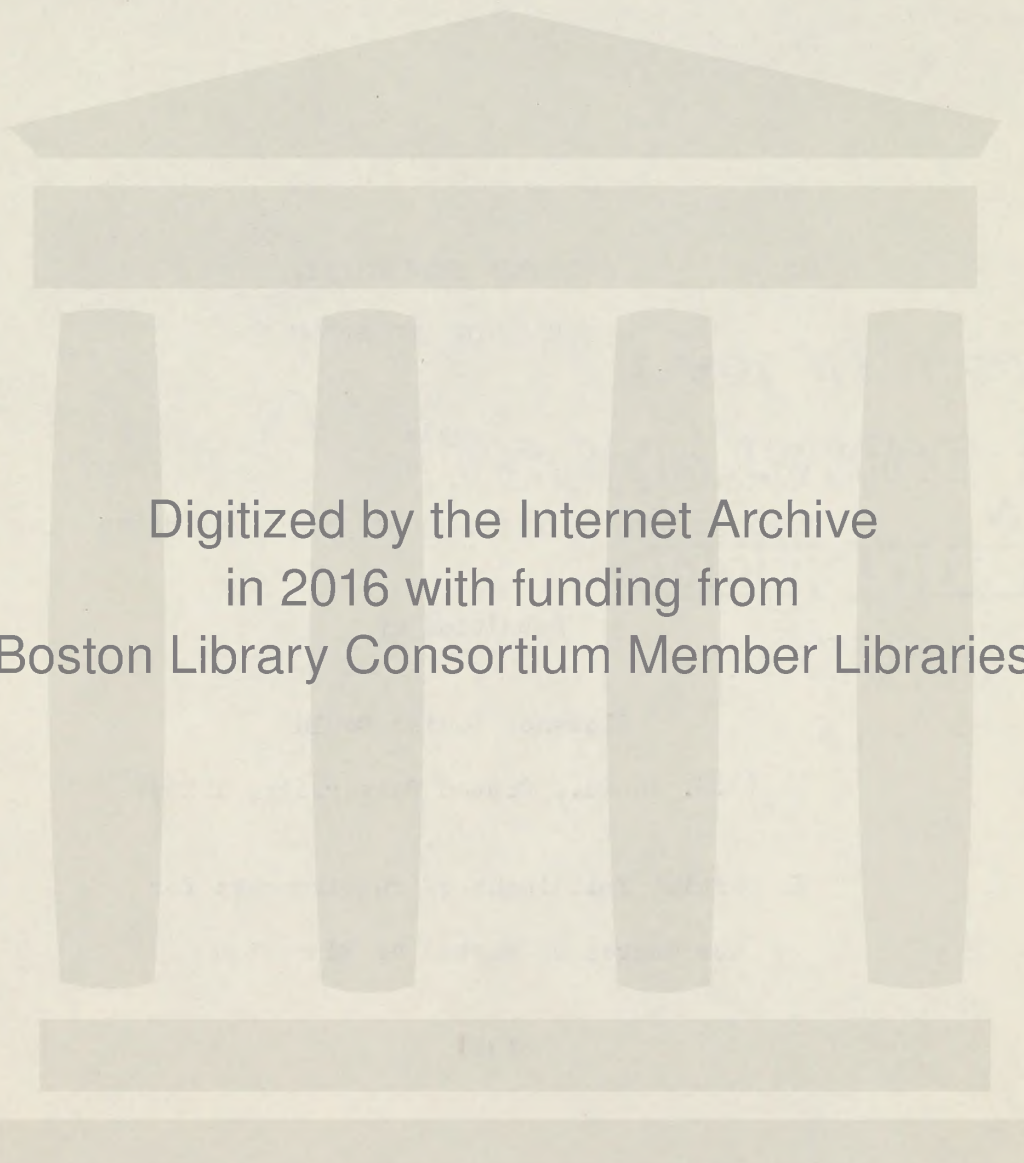
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1930

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2. Early attempts at Negro Education
3. Public School Education following the Reconstruction
4. Reconstruction Education

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## SOME ASPECTS OF NEGRO EDUCATION IN THE SOUTH



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PREFACE





## PREFACE<sup>1</sup>

A full knowledge of the problems connected with the earlier education of the negro cannot be had without making some specific reference to the earlier educational efforts prior to the Civil War. Though the regulations of the slave regime were rigid, many slaves learned to read and write, either through the interest of kind-hearted owners, or their own ingenuity in picking up knowledge. There was some organized effort for the education of the colored race within the limits of the slave territory, mainly in large cities.

"In Alabama the law of 1832 provided that any person or persons that shall attempt to teach any free person of color, or slave, to spell, read, or write, shall upon conviction there if by indictment, be fined of sum of not less than \$250 nor more than \$500."<sup>2</sup>

"In 1833 the mayor and aldermen of the city of Mobile were authorized by law to grant licenses to such persons as they might deem advisable to instruct for limited periods the free colored creoles residing in said city and counties in April, 1803, provided, that said children first receive permission to be taught from the mayor and aldermen and have their names recorded in a book kept for the purpose. This was done as set forth in the preamble of the law, because there were many colored creoles there whose ancestors between France and the United States in 1803

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1. Essays on "The Negro in America." Kelley Miller, Howard University, Washington, D. C. 1909 (Second Edition), pp. 246-248. The Neal Publishing Company, New York and Washington.

2. loco cit., p. 249





had the rights and privileges of citizens of the United States secured to them."<sup>1</sup>

"Arkansas seems to have had no law in the statute book prohibiting the teaching of persons of African descent."

"There was no law expressly prohibiting the instruction of slaves or free colored people in the state of Delaware until 1863,<sup>2</sup> when an enactment against all assemblages for the instruction of colored people and forbidding all meetings except for religious purposes and for the burial of the dead, was made.

While the free colored people were taxed to a certain extent for school purposes, they could not enjoy the privileges of public instruction thus provided. In 1840 the Friends formed the African School Association in the city of Wilmington, and by its aid two very good schools, male and female, were established in that place."

"In 1828 the State of Florida passed an act to provide for the establishment of common schools, but white children only of a specified age were entitled to school privileges."<sup>3</sup>

In Georgia a law enacted in 1829 forbade the teaching of any negro, slave or free, by white or negro, under penalty of fine or whipping. In 1833 a penalty not exceeding \$500 was provided for the employment of any slave or free person of color setting up type or employment in a printing office, requiring the knowl-

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1. op. cit., p. 249

2. op. cit, p. 249

3. op. cit., p. 250





edge of reading or writing. The code remained in force until swept away by the events of the Civil War.

In 1833 the city of Savannah adopted an ordinance of fine not exceeding \$100 or whipping not exceeding thirty-nine lashes for teaching or causing to be taught, any slave or free person of color, or for keeping a school for that purpose.

Notwithstanding this enactment, there were several schools for colored children clandestinely kept in Augusta and Savannah. The poor whites often would teach negroes clandestinely. The most noted negro school was opened in about 1818 by a colored man from San Domingo, and taught openly up to 1829.<sup>1</sup>

"In Kentucky the school system was established in 1830. In this provision the property of colored people was included in the basis of taxation, but they were excluded from school privileges."<sup>2</sup>

"Louisiana, in 1830, provided that whoever should write, publish, or describe anything having a tendency to produce discontent among the free population or insubordination among the slaves, should upon conviction be imprisoned at hard labor for life or suffer death, at the discretion of the court. It also provided that all persons who should teach or cause to be taught any slave to read or write, should be imprisoned not less than one month or more than twelve."<sup>3</sup>

In 1847 a system of public schools was established for the

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1. op. cit., p. 251

2. op. cit., p. 251

3. op. cit., p. 251





education of white youths. "Prior to the Civil War the only schools for colored youth in Louisiana were a few private ones in the city of New Orleans among the Creoles."

"St. Francis Academy for colored girls was founded in connection with the Oblate Sisters, in Baltimore, Maryland, and received the sanction of the Holy See October 3, 1931. The colored women who formed the original society which founded the convent and seminary were from San Domingo.

"The Sisters of Providence is the name of a religious society of colored women who renounced the world to consecrate themselves to the Christian Education of colored girls. The school in 1909 was in successful operation."

"A colored man, Nelson Wells, left by will to trustees \$7,000, the income of which was to be applied to the education of free colored children. The Nelson Wells School continued from 1835 to the close of the Civil War."<sup>1</sup>

Dr. Bokkelen, State Superintendent of Education in Maryland, recommended in 1864 the establishment of colored schools on the same basis as those of the whites.<sup>1</sup>

"By an act of January, 1833, the legislature of Mississippi provided that the meeting of slaves and mulattoes above the number of five at any place or public resort or meeting house in the night, at any school house for teaching reading, or writing in the day or night be considered an unlawful assembly."<sup>2</sup>

In 1846 a system of public schools was established for

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1. op. cit., p. 252

2. op. cit., p. 253





education of white youths.

"In North Carolina until 1835 public opinion permitted the colored residents to maintain schools for the education of their children. These schools were taught sometimes by white persons, but frequently by colored leaders. After this period colored children could be educated only by confining their teaching within the limits of their own family or by going out of the limits of their own state, in which event they were prohibited by law from returning home.

The public system of North Carolina declared that no descendant of negro ancestors to the fourth generation, inclusive, should enjoy the benefits thereof."<sup>1</sup>

"In 1740, while yet a British colony, South Carolina took the lead in legislating against the education of the colored race. In 1800 free colored people were included in this provision."<sup>2</sup>

In 1834 it was further provided that no slave or free colored person, or free white person, should teach or cause to be taught any slave under penalty of \$100 fine or imprisonment, for a white teacher, for a free person of color, fifty lashes. The same penalty applied to keeping a school or assembly for instruction.

Yet there were colored schools in Charleston from 1744 to the close of the Civil War.

"In 1838 Tennessee provided a system of public education

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1. op. cit., p. 253

2. op. cit., p. 253





for white children between the ages of 6 and 16, but colored children never enjoyed any of its benefits, although free colored people contributed their due share to the public fund."<sup>1</sup>

"Texas never expressly forbade the instruction of Negroes, although the harsh and severe restrictions placed upon the race made a provision scarcely necessary."<sup>2</sup>

In 1831 the General Assembly of Virginia enacted provisions against teaching free negroes or mulattoes in assembly, under penalty of \$50 or two months' imprisonment. Schools for colored children were established, notwithstanding, and maintained in such cities as Petersburg, Norfolk, and Richmond.

"There does not seem to have been any express law forbidding the education of colored people in the District of Columbia. In 1807 the first school house for the use of colored pupils was erected by three colored men,-- George Bell, Nicholas Franklin, and Moses Liverpool, not one of whom knew a letter of the alphabet. They had been former slaves in Virginia. A white leader was secured."<sup>3</sup> From this time to the Civil War, there was a tolerably adequate number of schools, supported by colored people themselves, with the aid of Northern philanthropists. The schools did not always have plain sailing. A noted product of these schools is John F. Cook, and one of the conspicuous names of the National Capital, regardless of race distinction. His brother, George F. T. Cook, who was later a

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1. op. cit., p. 254

2. op. cit., p. 254

3. op. cit., p. 255





pupil and teacher in the anti-bellum schools, subsequently became superintendent of the colored public schools of Washington and Georgetown, which position he held for thirty years.

"In 1865 there was found in every southern community a goodly sprinkling of colored men and women who had previously learned how to read and write."<sup>1</sup>

The decline in avowed school attendance between 1850 and 1860 is due to the growing intensity of feeling which culminated during that decade.

In 1850, the total attendance was 32,627.

In 1860, the total attendance was 26,461.

Most of the enactments against the education of the negro were made subsequently to 1830. The Nat Turner insurrection and the opening up of an anti-slavery campaign in the North had a decidedly reactionary effect in the slave territory.

The Civil War wiped out all these restrictions. "The avidity and zeal with which the erstwhile suppressed population seized upon the new opportunity furnish the most interesting chapter in the history of American education."<sup>2</sup>

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1. op. cit., p. 256

2. op. cit., p. 258







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## PART I

### (1) Our Duty to the Negro Race in America

At a public address in New Orleans, Louisiana, in 1905, Dr. Alderman, then president of Tulane University, said, "Progress is measured by the distance one has travelled as well as by the point one has reached. The colored race, judged by this standard, may confidently invite comparison in their forty years of struggle and ascent in civilization with any people in the world's history." The Rev. A. B. Curry, D.D., of Memphis, Tennessee, in a sermon delivered November 27, 1904, stated, "I do not think a race possessed of such qualities of heart, capable of such noble and unselfish deeds, is to be despised among the families of the earth. There is a place for it and a work for it to do in the world. Is it asked, 'What will be the final testing of the negro in America?' We cannot tell but let us do our duty to the poor man at our gates in the spirit of Christ, and leave the results with God. We need not fear. They will be satisfactory."

### (2) Early Attempts at Negro Education

The abolitionists, philanthropists, and humanitarians of the North and a few deserving southerners with vision, refused to regard the colored race as an inferior race needing a special kind of education. They acted on the principle that the colored people were "a part of the human race" and that whatever kind of an education was given to the white man should be given indiscriminatingly to the negro. Though misguided in

TABLE I

(1) Our Duty to the Negro Race in America

As a public address in New Orleans, Louisiana, in 1903, Dr. Johnson, then President of Tulane University, said, "The progress is measured by the distance one has travelled as well as by the point one has reached. The colored race, judged by this standard, may confidently invite comparison in their forty years of struggle and ascent in civilization with any people in the world's history." The Rev. A. B. Bruce, D.D., of New York, Tennessee, in a sermon delivered November 17, 1904, stated, "I do not think a race possessed of such possibilities of heart, capable of such noble and wondrous deeds, to be so longed upon the families of the earth. There is a place for it and a work for it to do in the world. It is asked, 'What will be the final testing of the negro in America?' He cannot fail but let us do our duty to his poor man at our gates in the rights of Christ, and leave the results with God. We need not fear. They will be satisfactory."

(2) Early History of Negro Education

The abolitionists, philanthropists, and benevolentists of the North and a few observing southerners with vision refused to regard the colored race as an inferior race needing a special kind of education. They acted on the principle that the colored people were "a part of the human race" and that whatever kind of an education was given to the white and should be given indifferently to the negro. Though neglected in



their zeal, this idea has made possible the progress of the colored people, and contributed to their successful achievements.

"Most people suppose that Negro education began during the Civil War, but it is as old as colonization. Free negroes were always allowed some privileges in this respect, and thousands of slaves were taught to read by kind-hearted mistresses and children of the family. The opinion of one who has carefully explored this field of inquiry is that of the adult slaves, about one in ten could read and write. Nevertheless, this practice was contrary to the principles and laws of the South, as is proved by the dramatic prosecution of Mrs. Margaret Douglass, of Norfolk, in 1853, for the crime of holding a school for free negro children, in ignorance of the fact that it was "against the peace and dignity of the Commonwealth of Virginia."

Both the teachings and the prosecutions establish a general belief that negroes could easily learn to read and write. When the Civil War refugees flocked into the Union camps at Beaufort and Hilton Head, charitably disposed people in the North sent down teachers; and the six operating schools were started among those Sea Island people by the government. These people were then rough, uncouth, and not far beyond the savage state, though now a quiet, well-ordered and industrious folk. From that time till the giving up of the Freedmen's Bureau in 1869, the federal government expended some money and took some responsibility for negro education.<sup>1</sup>

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1. The Southern South, Albert Bushnell Hart.  
Ch. 22, pp. 308-309  
D. Appleton Company, 1910

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colored people, and contributed to their successful achievement.  
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one in ten could read and write. Nevertheless, this practice was  
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Both the teaching and the practitioners established a  
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for Negro education.

1. The Southern People, Albert Bushnell Hart.  
N.Y. 22, pp. 208-209  
D. Appleton Company, 1910



### (3) Public School Education

#### (a) Negro Common Schools in the South

Following the Proclamation of Emancipation, provision was made for negro schools through the agency of the Freedmen's Bureau. This Bureau, during the period of its activities, established a total of 4,239 schools which employed 9,307 teachers and had enrolled 247,333 students. These schools opened a new and large field of employment for educated negroes. In 1867 the Bureau reported 1,056 negro teachers and in 1870 it reported 1,324.

When the Freedmen's Bureau went out of existence in 1870, many of its schools which had been financed by Northern religious organizations continued to exist under the control of these organizations. In the meantime, schools for negroes had been set up by some of the reconstructed states.<sup>1</sup>

### (4) Reconstruction Policies

#### (2) Public Rural Schools

All the Reconstruction constitutions provided for free public schools. The Southern people were not at all friendly to the school systems established by the Reconstruction legislatures. In several of the states the carpet baggers attempted to force the white and colored children to attend the same schools. A system of separate schools for negroes and whites was inaugurated just as soon as the whites obtained control of the Reconstruction government after the Civil War. This system goes all the way through: separate buildings, separate influences, separate teachers, separate accounts, etc.

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1. The Negro in America, Jerome Dowd  
Ch. XXI, p. 149





The reasons for it are: first, the belief of white parents that negro children, even the little ones, have a bad influence on white children; second, the conviction that mixed schools break down the rigorous separation of races necessary to prevent amalgamation; third, that the blacks are an inferior race, just "niggers".

It may be said here that a separate school system now prevails in every Southern state, in the District of Columbia, in Indianapolis, and in parts of New Jersey, and that there are trends toward it in other large centers where large numbers of negroes are congregating, and in certain districts out-numbering the whites.

Where separate schools for the races were not provided, the white children were practically excluded from the benefits of public education. The teachers and supervisors of the schools were largely carpet-baggers. Many of the white people regarded the public schools and also the Freedmen's Bureau schools as only a disguised scheme of the carpet-baggers to enslave the white people, and place them under the domination of their former slaves. When, however, says Professor Dowd<sup>1</sup>, the carpet-bag regime was overthrown, the Southern people heartily supported the public schools which in several of the states had long been established before the Civil War, but provision was made for separate schools for negroes in each state.

The Southern people, it must be remembered, took up the burden of maintaining schools at a time when the South was depleted in consequence of the Civil War and by the plunder of

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1. op. cit., "Public School Education"  
Ch. XXI, pp. 149-150

The reason for it is that, the belief of white

parents that negro children, even the little ones, have a bad

influence on white children; second, the conviction that

it would seriously hamper the progress of white

children to have them associated with negro children; third, the desire to

an inferior race, the "niggers".

It may be said here that a separate school system

now prevails in every Southern State, in the District of

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that there are schools where in other large centers where

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tricts and neighborhoods the whites.

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vided, the white children were practically excluded from the

benefits of public education. The reason was, however, of

the schools were largely taught by negroes, and of the white

people regarded the public schools and also the teachers

as a disgraceful and only a degraded school of the worst quality

to educate the white people, and place them under the control

of their former slaves. When, however, the teachers

lost the original reason for their existence, the Southern people

eventually recognized the public schools with a view to the

rather and have been established before the Civil War, and

provision was made for separate schools for negroes in each

State.

The Southern people, to what be remembered, look up

the number of maintaining schools at a time when the South was

engaged in a struggle with the Civil War and by the spirit of

the South, "The South School System"

Vol. III, pp. 100-101



Reconstruction. The amount of illiteracy among both blacks and whites was appalling. Naturally, such schools as the states were able to support for each race were very inadequate as to length of the school term, efficiency of the teachers, and character of the school houses.

(b) Missionary Enterprise

The Northern missionary societies kept up secondary schools and colleges for the training of the most gifted members of the race. Out of their funds, and with the aid of freedmen, they put up school houses, they collected money to establish institutions like Fiske University in Nashville, Leland and Straight Universities in New Orleans, and Atlanta University. Such colleges were on the same pattern as other colleges for whites, both North and South, adopting the then almost universal curriculum of Greek, Latin, and mathematics, along with smatterings of other subjects. They included preparatory schools, which, as in some white colleges, both North and South, included the larger number of the recorded students.

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(b) Elementary Education

The Southern education system had as secondary  
schools and colleges for the training of the most gifted  
members of the race. But of their kind, and with the aid of  
teachers, they put up school houses, they collected money to  
establish institutions like White University in Kentucky,  
Howard and Lincoln Universities in New Orleans, and others.  
University. Each college was on the same pattern as other  
colleges for whites, with books and desks, equipping the men  
almost without exception of Negro, Latin and mathematics.  
along with exposure of other subjects. They included  
preparatory schools, which, as in case white colleges, both  
North and South, included the larger number of the students  
available.



(1) *State School System as Compared with Other Schools*

When, about 1900, the State entered upon a new career of education, the most schools were very poor people's schools; but they have not only improved materially but have particularly gained the higher forms of education.

It must be remembered that earlier the maintenance

of elementary schools, the State has had to establish a system of high schools and normal schools, and to maintain

the State University. **PART II** In addition, the State, in cooperation

with the counties and municipalities, has undertaken the

the distribution of the population, and in view of the

difficulties of raising a public school system. They do

not realize that the State has not only to maintain the

public schools but also to provide for the State University. In

the present day, the State has a large debt for

the State University, and in the State a large portion of the

State is now in the hands of the State University. It has been impossible to provide school

houses in all of the public schools. The maintenance of the

schools is still in a state of a state that is almost a

fact. It is not surprising that the State school system is

not generally used, but the number of white schools maintained

is greatly increased. In North Carolina (1901) of the

2,000 Negro schools, only 1,400 are publicly owned. In Alabama

DATE 11



## PART II

### (1) Negro School Advancement as Compared with White Schools

When, about 1885, the South entered upon a new career of education, the negro schools came more into people's minds; but they have encountered decided hostility directed particularly against the higher forms of education.

It must be remembered that besides the maintenance of elementary schools, the South has had to establish a system of high schools and normal schools, and to reconstruct her state universities. People outside the South, unacquainted with the economic and geographical conditions and complications in the distribution of the population, have no idea of the difficulties of building up a public schools system. They do not realize the fact that it was not until 1904 that the Southern people were able to rebuild their per capita wealth to the pre-war figure.<sup>1</sup> The funds for education have been far behind the needs, and it has been a hard problem to make the funds go around. It has been impossible to provide school houses in all of the school districts. In numerous cases the school is held in a church or in a house that is donated or rented. It is more frequently that the negro school house is not publicly owned, but the number of white schools conducted in private houses is amazing. In South Carolina (1926) of the 2,354 negro schools, only 1,442 are publicly owned. In Alabama

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1. Negro Education, Jones

U. S. Bureau of Education Bulletin 1916, no. 38, p. 30

## PART II

[1] Negro School Movement as Compared with White Schools

When, about 1865, the South entered upon a new

career of education, the negro schools were more than

negligible; but they have since been steadily directed

progressively toward the higher forms of education.

It must be recognized that besides the maintenance

of elementary schools, the South has had to establish a

system of high schools and normal schools, and to reorganize

her state universities. People outside the South, unacquainted

with the economic and geographical conditions and complications

in the distribution of the population, have no idea of the

difficulties of building up a public school system. They do

not realize the fact that it was not until 1865 that the

Southern people were able to rebuild their public school system

the way it was. The South has been for

years the poorest, and it has been a hard problem to make the

South so strong. It has been impossible to provide school

houses in all of the school districts. In some cases the

school is held in a church or in a house that is rented or

rented. It is now generally true that the negro school house is

not publicly owned, but the number of white schools constructed

in private houses is small. In South Carolina (1930) of the

1,464 negro schools, only 1,464 are publicly owned. In Alabama



and Georgia only three fourths of the schools for the whites are owned by the public.<sup>1</sup>

## (2) Attitude of Newer Leaders

The newer leaders of the South have been distinguished for their zeal for education. The task devolves upon them of establishing such educational ideals and policies as will insure to the negro justice in the apportionment of education funds.

"The adjustment of the South to her new educational problem is only one of the many adjustments incident to her passing from the mores of slavery to the mores of freedom; and any sociologist knows that it is impossible to change the mores of a people suddenly, or to any great extent by artificial means, that change can come only slowly and in conformity to changed conditions."<sup>2</sup>

## (3) Percentage of Negro Children Enrolled

According to the census of 1920 there were, in the Southern States, including Oklahoma and the District of Columbia, 3,471,277 negro children of school age, that is, from five to twenty years old, and of these 50.7 percent were enrolled in school. In the individual states the percentage of negro children enrolled varies from fifty-nine percent in Kentucky, Missouri, and North Carolina, to forty-two percent in Louisiana. The percentage of negro enrollment has been

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1. Jones op. cit., p. 33

2. Dowd op. cit., p. 154





gradually catching up with that of the whites, the difference at present being, for instance, in South Carolina 59.1 percent for negro children and 60.7 percent for white children.

#### (4) Progress in Diminishing Illiteracy

In the matter of literacy also the negroes have been catching up with the white people. From 1880 to 1920 the white people of the United States reduced their illiteracy from seventeen percent to six percent, while the negroes reduced theirs from seventy percent to 22.9 percent. The percent of negro illiteracy in the South varies from 12.1 in Missouri, 12.4 in Oklahoma, and 15.3 in West Virginia, to 31.3 in Alabama and 38.5 in Louisiana.<sup>1</sup>

#### (5) Length of School Term

In the length of the school term the negro schools in the South have been gradually gaining on the white schools. In the District of Columbia and in Virginia the school term is the same for both negro and white schools, in Oklahoma the difference in favor of the whites is only twelve days, and in North Carolina only thirteen days. The greatest disparity is in Louisiana, where the white schools have sixty-two more days.<sup>2</sup>

#### (6) Comparative Cost of Negro and White Schools

As for the expenditure per child of school age in the Southern States, the contrast is in favor of the whites in all the states. In the District of Columbia, Kentucky, and

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1. Dowd op. cit., p. 150

2. U. S. Bureau of Education Bulletin, no. 90, p. 126

proportionally increasing up with that of the white, the difference at present being, for instance, in South Carolina 23.7 percent for negro children and 20.7 percent for white children.

(b) Progress in Educational Attainment

In the matter of literacy, which has advanced more than anything up with the white people. From 1920 to 1930 the white people of the United States improved their literacy from 70 percent to 75 percent, while the negroes improved from 35 percent to 40 percent. The progress of negro literacy in the South was from 19.1 to 25.1 percent in 1930, and 25.1 to 30.1 percent in 1935. In 1935 the white people of the United States had 75.1 percent literacy, and the negroes 40.1 percent.

(c) Progress in Schooling

In the progress of the school years the negro children in the South have been very well educated in the white schools. In the District of Columbia and in Virginia the school years in the negro and white schools are the same. In Alabama the difference is favor of the white in only twelve days, and in North Carolina only sixteen days. The greatest difference is in Louisiana, where the white schools have nearly two years more.

(d) Comparative Cost of Negro and White Schools

As for the expenditure per child of school age in the Southern States, the answer is in favor of the white in all the States. In the District of Columbia, Kentucky, and



Missouri, there is scarcely any difference in the per capita cost. The contrast in per capita cost per child of each race is most striking in Georgia, where the figures are about \$16.31 for the white child and \$2.83 for the negro child; in Louisiana, where the figures are respectively \$25.37 and \$3.49, and in South Carolina, where they are respectively \$19.33 and \$2.06.<sup>1</sup> (1926)

For the smaller expenditure for the education of the negro child as compared to the white, there are several outstanding causes, some of which are justifiable, or at least unavoidable under existing conditions, while others are entirely indefensible.

Albert Bushnell Hart, a Northerner, says, "A part of this disparity is due simply to the fact that the superior race produces the larger number of children capable of secondary and higher training and has more money to carry the children along, to pay their expenses and tuition where necessary, in order to give them a start in life. That consideration does not account either for the very low enrollment or low attendance of negro children. The truth is that the majority of white people, who have the sole power of laying taxes and appropriation money for education, think that the negroes ought not to have school advantages equal to those of white children, or advancing beyond a common school education."<sup>2</sup>

Professor Dowd, of the University of Oklahoma, says,

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1. op. cit. Jerome Dowd (1926), p. 151

2. The Southern South, Albert Bushnell Hart, p. 311

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"In all of those Southern States which embrace a part of the Appalachian Mountains, there are counties in which the negro population is so small and scattered that it is impossible to locate a school where it would be accessible to any considerable number of negro children. Therefore the negro schools in these counties are few and are of the cheapest character. For similar reasons, but to a less extent, many white children cannot attend a public school. Throughout the region of the Dismal Swamp, from Maryland to Florida, and in all of the Appalachian region, there are many children so remote from a school that they practically have no educational opportunities. For these scattered populations, both white and black, the Southern States should inaugurate a system of individual house-to-house instruction such as South Carolina has had in operation for several years among her scattered mountain people."<sup>1</sup>

In many Southern cities the negro population is congested in one, or several circumscribed districts, where a few schools can be located which are accessible to the negro population.

In the same cities the white population is scattered over a wide area, including many suburban residential districts, and it is necessary to have many schools in order to accommodate the scattered white population. In Charlotte, North Carolina, for example, because of the contrasting distribution of the negro and white population, the negroes with relatively fewer schools, can reach them more easily than the white people can their more

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1. *ibid.* p. 151

"In all of these Southern States which embrace a part of the  
Mississippi drainage, there are counties in which the negro  
population is so small and scattered that it is impossible to  
locate a school where it would be economical to pay a teacher's  
salary of \$100 or \$125. Therefore the negro schools in these  
counties are few and are of the cheapest character. The  
white schools, on the other hand, are a few and are of the  
best quality. The negroes in these counties are scattered  
over the whole county, from the mountains to the Gulf, and in all of the  
Mississippi valley, there are very few negro schools. It is  
noted that the negroes have no organized associations.  
For these reasons, the negro population, with little or no  
education, is a great burden to the State. A writer of  
Southern States should investigate a writer of Southern States  
to know the situation in the South. The negro population is  
scattered over the whole State, and is not concentrated in any  
one place. In many Southern States the negro population is con-  
centrated in one or two places, and in these places, where a few  
schools are located, the negro population is concentrated.  
In the same States the white population is scattered  
over a wide area, including very many of the best districts,  
and it is necessary to have many schools in order to educate  
the scattered white population. In Georgia, North Carolina,  
for example, because of the contrasting distribution of the negro  
and white population, the negroes with relatively fewer schools,  
can reach the same results as the white people can with more



numerous schools.

The land for a negro school costs much less than the land for a white school, because land in negro communities is cheap as compared to land in white communities. Hence, a negro school house can be erected at much less cost than a school for the whites and at the same time stand out as a contrast to the negro homes in its vicinity.<sup>1</sup>

Though a considerable difference in the outlay for negro and white schools may be justifiable, it does not follow that when, as in several Southern States, the outlay for the white child is nearly ten times as great as that for the negro child the negro is getting a square deal.

A considerable number of Southern white people have had very little in the way of educational opportunities. It is among this group that we find the notion most prevalent that education spoils the "niggers." It is among the same class of white people that the idea prevails that as the negro pays very little of the taxes he is not entitled to any large share of public revenue for his education.

Among all classes of Southern people there has been a good deal of indifference to negro education for the reason, first, that most of the white classes have been poor, and have concentrated their energies upon their own welfare. Another reason has been that until recently the South has lacked large enough vision to direct public attention to the development of the natural resources and social institutions of the individual

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1. Jones, U. S. Bureau of Education Bulletin, no. 38, p. 8





states. For a long time after the Civil War, the public men in the South expended all of their eloquence upon national issues.

#### (7) Comparison of Negro and White Schools

In spite of the shortcomings of the South in providing adequate opportunities for the education of the negro, a mere glance at what has recently been done in that direction indicates that some substantial progress is being made and that there is a growing sentiment in favor of better treatment of the negro in educational matters.

In many towns and cities, and also in many rural districts, the common schools for the negroes are the same in character as those for the whites, though often less expensive. Norfolk, Louisville, Nashville, Chattanooga, Charlotte, Atlanta, and Little Rock are conspicuous for their up-to-date negro schools. In Atlanta a recently built high school for negroes cost \$500,000 and one in Norfolk cost \$600,000. In North Carolina, during Governor Morrison's administration, 1921-1925, more money was spent for the education of negroes than for the education of the whites during Governor Aycock's administration, 1900-1904, which was notable for educational advancement.<sup>1</sup>

#### (8) Development of High Schools

In recent years very good high schools for negroes have been built in St. Louis, Ft. Worth, San Antonio, Houston, Dallas, Louisville, Norfolk, Atlanta and Charlotte. In North Carolina

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1. Jones op. cit., p. 33

1910. The first year after the Civil War, 1865, was

in the South expected all of their resources were exhausted

1865.

[The Government of Texas and the State of Texas]

In view of the condition of the State in 1865,

the Government of Texas and the State of Texas

it is the policy of the Government to

indicate that the Government is doing its best

there is a feeling of confidence in the Government of the

State in general.

It is the policy of the Government to

show the people that the Government is doing its best

to show the people that the Government is doing its best

to show the people that the Government is doing its best

to show the people that the Government is doing its best

to show the people that the Government is doing its best

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to show the people that the Government is doing its best

to show the people that the Government is doing its best

[The Government of Texas and the State of Texas]

It is the policy of the Government to

show the people that the Government is doing its best

to show the people that the Government is doing its best

to show the people that the Government is doing its best



colored high schools increased from thirteen in 1921 to thirty-five in 1924, and high school students from 1,347 to 5,341. By way of preparing for more high schools there are 200 elementary schools which give instruction in secondary subjects. In 1924 Texas boasted of 160 schools offering high school work to negro boys and girls, one-fourth of this number being rated by the state as high schools of first class. In many localities in the South the missionary and endowed schools for negroes occupy the place of the public high school, and most of the numerous negro colleges and universities also cover the ground of the high school.<sup>1</sup>

#### (9) Movement for Model School Houses

The Southern States are not only building more and better negro schools on their own initiative, but they are co-operating with outside agencies in supplying public funds and private donations for negro school houses. For example, the Southern people are heartily aiding the Rosenwald endowment, the object of which is to promote the construction of model colored school buildings in co-operation with the local communities and county authorities. The basis of the co-operation is as follows: "For a one-teacher house the community and county authorities must raise in cash, material and labor, \$750. The Rosenwald fund will contribute \$400.

"For a two-teacher house the community and county authorities will raise, as above, \$1,000. The Rosenwald fund will give \$500.

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1. Jones op. cit., p. 37

related high schools throughout from 1933 to 1935.  
This in 1935, and high school students from 1,500 to 2,000.  
As a result of cooperation for more high schools there are 100 also  
entirely schools which give instruction in secondary subjects.  
In 1935 there were 100 schools offering high school work  
in many high and high, and 100 of this number being rated  
as the state as high schools at first class. In many  
locations in the South the community and school boards for  
better show the place of the public high school, and most of  
the numerous negro colleges and universities also offer the  
ground of the high school.

(2) Movement for School School Movement

The Southern States are not only building new and  
better negro schools in rural and isolated, but they are co-  
operating with white schools in many ways. In many cases  
private schools are being merged with public schools. The  
Southern people are becoming more and more interested in  
the subject of which is to promote the cooperation of rural  
colored school buildings in co-operation with the local com-  
munity and county authorities. The basis of the co-operation  
is as follows: "For a one-teacher school the community and county  
authorities must raise in cash, material and labor, \$750. The  
community fund will contribute \$200.

"For a two-teacher school the community and county

authorities will raise, in cash, \$1,000. The community fund  
will give \$200.



"In case of consolidation of two or more schools the Rosenwald fund will contribute more."<sup>1</sup>

In the Southern States the character of the common schools in back county depends largely on local initiative. Some people demand new schools, better schools, better teachers. Others are indifferent to education, take what is offered, and allow their schools to become dilapidated.

#### (10) What the Negro Thinks<sup>2</sup>

It is interesting to compare the article on "Schools and Housing" by Dr. Robert Moton, of Tuskegee, the successor of Booker T. Washington, in his book, "What the Negro Thinks," with state and federal reports.

First he speaks of the matter of segregation, traces it to the laws passed in the courts in the operation of railroads and other common carriers, and then introduced into the school system. "Segregation," he states, "has for a long time meant for the negro inferior accommodations and inadequate facilities. Not that the law so provides. The law is generally silent as to the nature of provisions made for the education of coloured children. The school boards of the county or municipality are free to determine the character of education negro children shall receive and the amount of money to be used for such purposes. Among state schools the practice is now in vogue of having the legislature fix the appropriations for the coloured schools." He then gives figures, comparing expenditures per

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1. Dowd op. cit., p. 158

2. What the Negro Thinks, Robert Russa Moton, President of Tuskegee Chapter VI

"In case of emergency of war or other public

emergency (and all emergency cases)

in the absence of the President of the Senate

schools is not a permanent feature of local legislation.

Local people between new schools, better schools, better teachers.

Others are inclined to say that, like what is often, and

allow their schools to become inefficient.

(10) What are the facts?

It is interesting to compare the attitude of "schools

and housing" of the Department of Education, the Department

of Public Health, and the State Board of Health.

with state and federal agencies.

First, the attitude of the Department of Education. It is

in the first place in the matter of the operation of public

schools and other public institutions, and then transferred into the

school system. "Education" is a word, "but for a long time

meant the right to education, and the right to education.

Education. For a long time it has been. The law is generally

aligned as to the nature of provision made for the education of

colored children. The school boards of the county or municipal

schools are free to determine the character of educational work

which shall receive and the number of money to be used for

such purposes. Among other things the provision is now in force

of making the legislature fix the proportion of the tax to be

schools." It then gives figures, showing a considerable

1. Laws of 1911, c. 122

2. What are the facts? Report of the President of the Senate  
Chapter 1



capita, valuation of school property, school terms, and salaries of negro teachers with whites.

Regarding salaries of teachers Dr. Moton states, "The poorest paid teachers where separate schools are maintained are found in the states of the lower South when salaries range from \$900 to \$2,500 for whites and from \$290 to \$500 for negroes. The best paid are in the border states, where white teachers receive from \$900 to \$4,500 while colored teachers receive from \$700 to \$3,000. In considering these figures allowance must be made for the shorter terms for colored schools and the general absence of the higher grades when higher salaries are paid, and the practice also of grading pay according to the professional equipment of the teacher. When due allowance is made for all these things the policy remains here as elsewhere of paying colored workers less than whites as a matter of principle." Dr. Moton goes on to state that negroes have the same items of living expenses as whites, and comments favorably upon the fact that school authorities are now setting up the same professional standards for colored teachers as for whites. In Baltimore, Washington, and St. Louis, where there is segregation, the salary schedule is now the same for both white and negro schools.

Commenting upon the number of private schools for negroes, Dr. Moton states, what I know to be a fact from actual personal experience in the South, that the program for negroes in many places did not go beyond the fourth or fifth grades. The function of the private schools under church auspices was to supply this general deficiency in the program of negro education. Up to 1916 there were only sixty-four public high schools for





negroes in the entire South, and the majority of these were in Texas, Kentucky, Tennessee, and West Virginia.

Dr. Moton speaks enthusiastically of the Rosenwald Fund, and says that Rosenwald Schools have been erected in twelve Southern States totalling more than 4,500 in number and providing accommodation for more than 35 per cent of the negro rural school population of the South. The total cost of these buildings (1929) exceeds \$20,000,000, of which more than 20 per cent has been contributed by negroes.

The effect of this movement, he says, has been not only to stimulate the negroes in their efforts toward self improvement, but also to provide ground for active co-operation between the two races in the solution of one of the most serious phases of race adjustment in our country, at the giving a direct stimulus to education for whites as an indirect but positive result.

Dr. Moton says that the policy of segregation works most ruthlessly in the matter of public libraries. From there, negroes in the South are completely and absolutely excluded. He cites the instance of a negro recognized in literary circles as one of the most accomplished and distinguished prose writers in America, who could not draw a copy of one of his own books from the public library of the Southern city in which he was then a resident. Some cities have now established branch libraries for the negroes. There are now twenty throughout the South, aside from those connected with colored schools, to which in some cases the public has limited access. The library of Le Moyne Junior College, Memphis, Tennessee, has a circulating department





for the colored people of the vicinity. When at Tillotson College, Austin, Texas, I made an arrangement with the University of Texas library whereby I could take out, in my name, books for my students, through arrangement with a personal friend who was on the library staff, and a friend of the negro, and interested in the work of the negro colleges in Austin, a Northerner by birth. New Orleans debarred negroes from the main and branch libraries, to the consternation of such superior young women as the daughter of Dr. Proctor, the noted preacher and writer, and regular contributor to The Congregationalist.

One point, however, should be noted, namely that there is no such system of public libraries anywhere in the South as is found in the North, and particularly in New England. I spent a winter in a Virginia "city" of five thousand inhabitants, where there was a good high school, superior to high schools in towns of its size not far from Boston, and a select private school drawing students from New York, Chicago, Cleveland, Boston, Providence, and the West, including senators' daughters, as well as Southern girls from best families. We could find no public library in the town. I made arrangements with President Smith of Washington and Lee University, ten miles away, to have faculty privileges at the University library.

It is difficult to obtain absolutely unbiased estimates from the writings of some negro educators, to whom we accord respect and for whom we feel admiration. There is a growing tendency due to the development of the race, and to

for the colored people of the country. When at this point  
 College, and in 1868, I made an arrangement with the  
 University of Texas library whereby I could take out, in my  
 name, books for my students, through arrangement with a  
 personal friend who was on the library staff, and a friend  
 of the negro, and interested in the work of the negro  
 college in Austin, a Mr. [Name], the library de-  
 putied negroes from the state and foreign libraries, for the  
 preservation of some important books from the library  
 of Dr. [Name], the noted grammar and other, and regular  
 contributor to the [Name].

On point, however, should be noted, namely that  
 there is no such thing as public libraries superior to the  
 South as is found in the North, and particularly in the  
 England. I read a paper in a Virginia paper of this  
 character, and was struck with a good deal of interest.  
 superior to high schools in South of the state and the fact  
 Boston, and a large number of other [Name] from  
 New York, Chicago, Cleveland, Boston, Providence, and the West,  
 including [Name], as well as [Name] and [Name]  
 West [Name]. He reads that the [Name] library in the form.  
 I made arrangements with [Name] to [Name] and [Name]  
 [Name], the other way, to have [Name] [Name] of the  
 University library.

It is difficult to obtain [Name] [Name]  
 evidence from the [Name] of some [Name] [Name], in which  
 no account [Name] and [Name] [Name] [Name]. There is  
 a growing [Name] for the development of the race, and to



the unfortunate attitudes in some Northern cities for the negro to exaggerate disparities, and to feel that he is not getting a square deal, when by and large he is coming into his own in the South, and is being considered thoughtfully by Southern educators, Women's Clubs, and the finest types of progressive Southerners, both men and women.

(11) Qualification and Salaries of Teachers

For instance on the salary question-- the pay of negro teachers is governed to a large extent by similar economic laws to those which determine wages in any other line of work.

In hundreds of white schools including select private schools for white students of the social aristocracy, the salaries are very low. In the mountains of Kentucky, a white school teacher receives only \$40 a month, where a white teacher in Louisville public schools has to be paid \$150 a month to cover the higher cost of living in that locality. In Oklahoma the contrast between the salaries of the white teachers in the common schools is greater than the contrast between the salaries of the negro and white teachers in the common schools of Richmond, Charlotte, Atlanta, Montgomery, New Orleans, Memphis, or St. Louis. Among teachers of lower grades the negroes receive less than one-half as much as the whites, but in all the states the differences between the salaries of the two races diminishes among teachers of the higher grades. In Norfolk, Virginia, the salaries of negro principals of schools have in recent years increased faster than the salaries of white





principals, and the same is true as to the increase in the salaries of high school teachers. It is necessary to remember that in educational progress the white people were a long way ahead of the negro at the close of the Civil War; and hence it has been necessary to provide a great many more secondary schools for the whites than for the negroes. There are ten times as many white children prepared to enter high school as negro children. In the entire South there are only 24,034 negro children pursuing secondary studies.<sup>1</sup>

The greater cost of building and maintaining high schools as compared to common schools is one of the reasons for the greater expenditure for the education of white children. In this connection it is to be remembered that the demand for negro secondary education is met in large measure by schools maintained by Northern philanthropists.

(12) Development of High Schools, State Normal and Local Training Schools

It should be noted that white schools in the South have suffered, and still suffer, from untrained teachers. This drawback is being overcome through the development of more and better training schools. It must also be remembered that the number of qualified teachers ready to attend negro normal schools has been so small that only a half-dozen Southern States have deemed it expedient to establish a negro training school. Again, very few negroes are able to attend a school which takes them away from home. This has rendered it necessary to train

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1. Jones, op. cit., p. 42





teachers in the county schools.

(13) County Training Schools

Up to 1918 there were seventy-seven county schools for the training of negro teachers, distributed as follows: Alabama, eleven; Arkansas, five; Florida, one; Georgia, five; Kentucky, two; Maryland, one; Louisiana, four; Mississippi, three; North Carolina, fourteen; South Carolina, six; Tennessee, six; Texas, five; Virginia, eight. (1926) The number of such schools is rapidly increasing. They are supported mainly from public schools funds, but receive aid for current expenses from the State fund, the General Education Board, and from private individuals, white and black.

(14) City Normals

In addition to the county training schools, there are city normals for negroes in Louisville, Baltimore, and Washington, and teacher training courses in the negro high schools of Richmond, St. Louis, and Little Rock. In Virginia public aid is given to private schools giving summer courses in teaching. Hampton Institute has a splendid summer session, with instructors from some of the best Northern colleges.

(15) County Supervisors

A movement making for general improvement in the negro schools is the appointment of negro county supervisors. Some of these supervisors I have met at state conventions, and can testify as to their efforts in improvement of schools. There are already 163 counties in the South (1926) which have such





supervisors. Their salaries are paid partly from the county funds and partly from the Jeanes Fund. Ten of the Southern States have state supervisors of negro schools, some of whom I have met. So far, however, only white men have received appointments.<sup>1</sup>

#### (17) Difficulty of Doing Justice to Both Races

As Professor Dowd says, "In the administration of the public school system in the South it is difficult to do justice to both races under so widely varying conditions, and it is always much easier to find fault with the system than to point out a remedy. One needs to make a thorough survey of conditions to present unbiased opinions."

Primary education is within the reach of the majority of the negro children of the South. For numbers of the children of the poor whites, and for the children of the mountaineers throughout the Southern Appalachians, much less has been done, until recently, than for the children of the negroes. Among poor whites, mountaineers, and negroes, every grade of feeble-mindedness, due to degeneracy and ignorance, can be found. Many of the poorer southern negroes are morons. In Kentucky are mixtures of negroes with Chinese; in Tennessee, mixtures of negroes with Indians. There has always been the mixture with the low whites, as well as the more romantic mixture with the Southern aristocracy. Many a negro boy or girl has not the mental capacity to do over fifth grade work.

On the other hand, a University education may be

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1. Jones, op. cit., p. 36

...the country ...  
...and partly from the ...  
...of the ...  
...of the ...  
...of the ...  
...of the ...  
...of the ...  
...of the ...

(17) Difficulty of Doing Justice to Both Races

As Professor ... says, "In the administration of the ...  
...in the South is the difficulty in the justice ...  
...to both races under so widely varying conditions, and it is ...  
...always more difficult to find fault with the system than to praise ...  
...but a remedy. One needs to have a thorough knowledge of the ...  
...of the present situation."

Presently, attention is drawn to the needs of the majority ...  
...of the more children of the South. For members of the ...  
...of the poor whites, and for the ... of the ...  
...throughout the Southern States, much has been done ...  
...well recently, than for the ... of the ...  
...poor whites, ... and negroes, every ... of ...  
...kindness, and to ... and ... can be ...  
...of the ... negroes are ... In ...  
...of negroes with ... in ...  
...with ... There has always been the ...  
...the ... as well as the ...  
...Southern ... That a negro boy or girl was not the ...  
...could ... to ...  
...the other ... a ...



obtained by any intelligent negro boy or girl, if endowed with grit and character.

(17) Institutions of Higher Learning and for Technical Instruction, Supported by the States and Federal Government.

In the South there are about a dozen normal schools supported by the states, and state aid is also given to private schools offering courses for the training of teachers. There are also sixteen state agricultural and mechanical colleges for negroes, supported partly by the states and partly by the federal government.

Under the Smith-Lever Act, passed by Congress in 1913 for agricultural extension work in the several states, the negroes, says Professor Dowd, are receiving their share of the funds appropriated. The terms of the Smith-Lever Act require each state to raise a fund equal to the sum contributed by the federal government. The work for the negroes under the operation of this act, has consisted of establishing movable schools giving instruction in agriculture and home economics.

The Smith-Hughes Vocational Education Act was passed in 1917. This provides for a practical kind of education which the ordinary school cannot furnish. The vocations included under the act are agriculture, home economics, trade, and a variety of industries. This act applies to whites as well as to negroes.

Like the Smith-Lever Act, this act requires each state to raise a fund equal to that received from the federal

obtained by the following means: by 1911, it followed

with this and otherwise.

(17) Institution of Higher Learning and for Technical  
Instruction, supported by the States and Federal Government.

In the South there are about a dozen technical schools

supported by the States, and these are also given to

technical schools offering courses for the training of teachers.

There are also various State Agricultural and Mechanical

Colleges for negroes, supported partly by the States and

partly by the Federal Government.

Under the Smith-Lever Act, passed by Congress in

1906 for agricultural extension work in the several States,

the negroes, like the whites, have been receiving their share

of the funds appropriated. The work of the Smith-Lever Act

requires each State to make a fund equal to the one contributed

by the Federal Government. The work of the negroes

under the operation of this act, has consisted of establishing

various schools giving instruction in agriculture and home

economics.

The Smith-Lever Agricultural Extension Act was passed

in 1906. This provides for a practical kind of instruction

which the primary school cannot furnish. The vocational

branches under the act are agriculture, home economics, trades,

and a variety of industries. This act applies to whites as

well as to negroes.

Like the Smith-Lever Act, this act requires each

State to make a fund equal to that received from the Federal



government. The percentage of negroes in the total rural population determines the share of the funds which go to the negro schools.

From the standpoint of numbers, the negroes are better provided with institutions of higher learning than are the whites. In each of the Southern States there are from a half-dozen to a dozen negro colleges and universities.

The noticeable fact in regard to tax-supported higher institutions of learning for negroes is their absence of anything corresponding to a state university for whites. The reason for this is that too few negroes are far enough advanced to justify them. Howard University in Washington, supported by federal government, offers collegiate and professional training for the negroes. The numerous colleges and universities supported by religious and philanthropic organizations supply in a large measure the present demands for higher education.

In each state there are opportunities for industrial training in the agricultural and mechanical colleges and in the private industrial schools, opportunities for teacher-training in the state or private normal schools, and some limited opportunities for theological training in denominational colleges. When it comes to training for the professions of law, medicine, pharmacy, and dentistry, there are opportunities for the negro in only a few of the states. The great national university for the negroes in Washington offers training for these professions.





### Recommendations

Professor Dowd, Department of Sociology, University of Oklahoma

"Very few institutions of the South offer the negro anything above the high school grades, despite the great numbers of private negro colleges and universities, negro state normal schools, agricultural and mechanical colleges, and the federal aids and educational foundations. It is almost impossible to offer advanced courses in these institutions because the students simply are not prepared for advanced studies. As a larger number of negroes come to be qualified for a four-year college course both private and state supported schools will have to expand to meet the demand.

"To remove the disadvantages the fewer negroes who are prepared for a solid college education have to meet, in that they must either come to the Northern colleges, or to Howard, or institutions far from their homes, two suggestions have been offered:

1. Each Southern State should raise to full collegiate rank some one of her negro schools or offer to qualified negroes scholarships valid in a college outside the state.

"Another thing Professor Dowd feels should be done is that each Southern State give better support to her agricultural and mechanical colleges for negroes."<sup>1</sup>

(18) Institutions for Higher Learning Supported by White Religious Organizations

The first impulse toward the higher education for the

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1. Dowd op. cit., p. 168





negroes of the South came from the American Missionary Association, which was strongly anti-slavery, and which planned to establish one school of higher learning in each of the larger Southern States, normal and graded schools in the principal cities, and common and parochial schools in the rural centers.

Under this plan arose Hampton Institute in Virginia in 1861, and later Atlanta University, Georgia; Berea College, Kentucky; Fisk University, Tennessee; Straight University, Louisiana; Talladega College, Alabama; Toogaloo University, Mississippi; and Tillotson College, Texas.

Of the policies of the American Missionary Association Mr. Fred Brownlee, the present secretary, wrote in the American missionary number of The Congregationalist, February 6, 1930:

"Fundamentally there has been little change in A. M. A. policies. Practically there have been modifications and additions in keeping with changing conditions. These changing conditions reveal remarkable progress, as well as an ever widening circle of people who care about the things for which the A. M. A. has cared for over three quarters of a century.

"The A. M. A. was conceived on a principle. It is a Christian principle, perhaps the most fundamental of the basic Christian principles, reverence for personality.....

"In listing the following policies the illustrations are drawn primarily from the work among the negroes.

1. Progressive absorption:

It is the policy of the A. M. A. wherever it is duplicating work





which is being or might be done by local boards of education, to transfer the work either bodily or gradually to the local authorities. In some cases this is done outright, as in Mobile, Alabama, where a few years ago the Board of Education assumed full responsibility for Emerson Institute and purchased the Association property. The same was true of Gregory Institute of Wilmington, North Carolina.

In this case the School Board continues to rent the property. In other cases the school board assumes the responsibility, and the A. M. A. makes a decreasing annual appropriation toward the maintenance of the school. An example of this method may be found in Troy, N. C.

## 2. Co-operation

"Where ever the A. M. A. continues full responsibility for elementary and secondary schools it seeks the co-operation of the local boards of education. In a number of schools thus employed there are from one to six teachers who are employed by the public school authorities but assigned to teach in the A. M. A. schools. The A. M. A. in turn co-operates with other agencies, both in financial support and active service. This is true of the Committee on Interracial Co-operation and the Committee on the Church and Race Relations.

"Furthermore, whenever the A. M. A. can advance the effectiveness of an educational institution by assisting it to complete independence, it has been ready to do so. Examples of this policy are Hampton Institute, Atlanta University, Fiske University.

which is being or might be done by local boards of education, to transfer the work either bodily or virtually to the local authorities. In some cases this is done outright, as in Dallas, Alabama, where a few years ago the Board of Education assumed full responsibility for certain facilities and purchased the education property. The same was true of Gregory Institute at Birmingham, North Carolina.

In this case the School Board continues to run the property. In other cases the school board assumes the responsibility, and the A. E. A. makes a substantial annual appropriation toward the maintenance of the school. An example of this method may be found in Troy, N. C.

### 2. Co-operation

What ever the A. E. A. continues full responsibility for elementary and secondary schools it seeks the co-operation of the local boards of education. In a number of schools thus equipped there are five or six teachers who are assigned by the public school authorities but assigned to teach in the A. E. A. schools. The A. E. A. in turn co-operates with other agencies, such as financial support and active service. This is true of the Committee on Educational Co-operation and the Committee on the Church and Social Relations.

Furthermore, wherever the A. E. A. can advance the effectiveness of an educational institution by assisting in its complete independence, it has been ready to do so. Examples of this policy are Howard Institute, Atlanta University, Tuskegee University.



### 3. Accreditments

"With few exceptions all of the educational institutions of the A. M. A. are fully accredited by standardizing agencies. The purpose is to complete the list within the next year.

### 4. Higher Education

"The natural inevitable trend of the A. M. A.'s work is toward concentration in a limited number of institutions of higher learning like Talladega, Straight, Tillotson, Tougaloo, Le Moyne, and Brick. In these institutions the buildings and equipment are being perfected, well prepared teachers are employed, academic requirements and tuition fees are being advanced. (In 1919 and 1920 I was connected with both Straight and Tillotson, in 1923 I spent six weeks at Le Moyne and can testify to the continued improvement in these institutions.)

"The rapid development of public schools for negroes demands trained teachers. The professions of law and medicine, as well as the ministry, are increasingly open to negroes, various kinds of social work, such as Urban League, interracial commissions and welfare organizations, etc.; the negro press and magazines; the Y. M. C. A. and the Y. W. C. A.; and also business and manufacturing demands college graduates. Each year calls for a larger number of college professors. Provision must be made so that they may secure their advanced degrees.

### 5. Specialized Academies and Institutes

"It is the policy of the A. M. A. to continue to support a limited number of institutions, largely of secondary and preparatory character, which shall either specialize in some line of work

### 2. Accomplishments

"With the exception of the educational institutions of the A. M. A. are fully accredited by standardizing agencies. The purpose is to complete the list within the next year.

### 3. Higher Education

"The current available trend of the A. M. A. work is toward concentration in a limited number of institutions of higher learning like Yale, Harvard, Princeton, Columbia, Stanford, and others. In these institutions the facilities and equipment are being improved, well equipped teachers are employed, scientific experiments and critical tests are being advanced. In 1939 and 1940 I was connected with both Harvard and Princeton. In 1939 I spent six weeks at the Harvard and can testify to the completed improvement in these institutions.

"The result developed of public service for progress towards the next decade. The protection of law and medicine, as well as the industry, are increasingly open to progress. Various kinds of social work, such as Urban League, Industrial Commission and various organizations, etc.; the negro press and magazines; the U. S. A. and the U. S. A. and also business and manufacturing demands college graduates. Each year calls for a larger number of college graduates. Provision must be made so that they can secure their advanced degrees.

### 4. Specialized Institutes and Hospitals

"It is the policy of the A. M. A. to continue to support a

limited number of institutions, largely of secondary and primary for education, which shall either specialize in some line of work



in which they have become proficient, or take their places in that renowned group of preparatory schools like Phillips Andover, furnishing unusual opportunities for college preparation under the very highest and finest moral and cultural influences. Again a few of these institutions may become the educational hub in a county-wide school system. An example of this service is Trinity School in Athens, Alabama.

#### 6. Scholarships

"It is the hope of the A. M. A. to establish annual scholarships in various cities. For graduates of standard high schools who desire to pursue college education. This applies especially in cities where A. M. A. schools have become part of the public school system. These scholarships may be earned in scholarship, character and ability records. They are renewable during the four years of college provided the student maintains the same high record. These scholarships are on a scholastic and not a charity basis. They carry with them no responsibility on the part of the student to reimburse the A. M. A. At present the only example of this policy is Mobile, Alabama, where five annual scholarships of \$100 each are available. The money received from the Emerson Institute property there has been set aside as an interest-bearing fund for the purpose.

B. Theological Scholarships: With the discontinuance of the Theological Seminary at Talladega the A. M. A. committed itself to furnishing a limited number of scholarships to promising candidates for the Christian ministry. The amount of the scholarships is determined with reference to the student's

in which they have become involved, or take their places in  
that famous group of persons who have been called the  
"inner circle", furnishing material for the history of  
the world the very highest and finest work and material  
in the world. And a few of these individuals are known for  
educational work in a country-wide school system. In some of  
this service is being done in the United States.

2. Scholarship

It is the hope of the U. S. to establish a school system  
in various fields. For example, of standard high schools and  
colleges in other college districts. This school system  
is called the U. S. school system. It is a school system  
school system. These schools are to be established in  
various and other fields. They are to be established in  
four parts of the country: the first part is the  
high school. These schools are to be established in the  
high school. They are to be established in the  
part of the country to be established in the U. S. A. at present the  
only example of this school is in the U. S. A. where the school  
scholarship - of 1000 each are established. The money received  
from the various fields of study is to be used for the  
an interest-bearing fund for the future.

3. Technical Education: With the development

of the technical industry in the U. S. A. a committee  
has been established a limited number of scholarships to provide  
the candidates for the technical industry. The amount of the  
scholarship is determined with reference to the student's



experience and resources. These scholarships are open to any college graduate of ability, brains and purpose who desires to pursue a theological education in a standard graduate school of religion. No denominational requirements are insisted upon. The only obligation on the part of the student is that he agrees to serve an A. M. A. church in the South for a period of at least five years if an opportunity is furnished him.

#### 7. Research and Survey

"It is the policy of the A. M. A. to project its work, reorganize it or enter new fields only on the basis of careful scientific study of all the factors involved. Already the southern churches and schools have been carefully surveyed. Surveys of Pleasant Hill Academy have just been completed.

#### 8. Care of Workers

"Promising teachers from time to time are granted opportunity on full salary to pursue studies in colleges and special consideration is given to teachers who desire to improve themselves by studying in the summer schools.

"From time to time furloughs are granted on full salary and with travel allowance to those who have served long and well. An opportunity is afforded to every worker to secure life insurance at a special rate on the "Group Insurance Plan."

"At sixty-two years of age the associates may retire a worker; at sixty-five the worker may request retirement; at sixty-eight retirement becomes automatic. In all these cases persons who have served ten years are more are eligible to annuity consideration. Thirty-five years of service is considered





standard, guaranteeing the worker half his annual salary for the remainder of life."

#### 9. Freedom from Sectarianism

The A. M. A. is a corporation existing under a charter granted by the State of New York in 1846.---In 1915 the Association's Constitution was revised, so as to make the official delegates of the National Council of Congregational Churches corporate members of the Association. Membership is open, however, to persons of all denominations, and denominational lines are neither drawn in the selection of workers nor emphasized in the A. M. A. schools and colleges."

<sup>1</sup>In 1862 the American Baptist Home Mission Society began to take an interest in the refugees within the lines of the Union Army. At first its efforts were purely religious, but they later expanded into an extensive educational program resulting in the establishment of right institutions, as follows: For men, Atlanta Baptist College and Virginia Union University; for women, Spelman Seminary, Atlanta, and Hartshorn Memorial College, Richmond; and as coeducational institutions, Bishop College, Texas; Benedict College, South Carolina; Shaw University, North Carolina; and Jackson College, Mississippi. In addition to maintaining these schools, the society has given aid to several schools owned by negroes.

In 1866 the Northern Methodists organized their Freedman's Aid Southern Educational Society, and their efforts have resulted in the establishment of ten institutions of

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1. Dowd op. cit., pp. 163-164

standard, representing the worker half his annual salary for the remainder of life.

3. Freedom from Discrimination

The A. F. of L. is a corporation existing under a charter granted by the State of New York in 1902. In 1910 the Association's constitution was revised, so as to make the official delegates of the National Council of Craft Unions. Numerous corporate members of the Association. Membership is open, however, to persons of all nationalities, and domestic. These lines are neither drawn in the selection of workers nor emphasized in the A. F. of L. schools and colleges.

In 1902 the American Federation of Labor Unions began to take an interest in the negroes within the lines of the labor law. At first few efforts were made to help them, but later organized into an effective educational program resulting in the establishment of night schools, as follows for men, Arthur W. Collins and Wright Union University; for women, Phelps St. Lawrence, Atlanta, and Washington. Howard College, Howard; and in educational institutions, Bishop College, Texas; Bennett College, North Carolina; New University, North Carolina; and Jackson College, Mississippi. In addition to maintaining these schools, the society has given aid to several schools owned by negroes.

In 1903 the American Federation of Labor Unions organized their Teachers' and Southern Educational Society, and their efforts have resulted in the establishment of ten institutions of



college grade, and numerous others for more elementary study. They have established Clark University in South Atlanta, Georgia, which includes Gammon Theological Seminary, the best equipped and endowed of all theological schools for negroes; Claflin University, South Carolina; New Orleans University, Louisiana; Rust University, Mississippi; Walden University, Tennessee; Wiley University, Texas; Bennett College, North Carolina; George R. Smith College, Montana, Morgan College, Maryland; and Philander Smith College, Arkansas.

In 1882 the Presbyterians incorporated a board of Missions for freedmen and began educational work in behalf of the southern negroes. The chief institutions established by this board are Biddle University, North Carolina, for men; and for women, five seminaries: Ingleside, Virginia; Scotia, North Carolina; Barber Memorial, Alabama; Mary Holmes, Mississippi; and Mary Allen, Texas. Independent of the work of this board the United Presbyterians have established Knoxville College, Tennessee.

The Episcopalians have established St. Paul Normal and Industrial School, Virginia; St. Augustine's School, North Carolina; and several minor schools in other states.

The Catholics have established St. Joseph's Industrial School for Colored Boys, Delaware; St. Augustine's Academy, Kentucky; and St. Francis' Academy, Maryland. Besides these the Catholics maintain numerous primary schools for negro children.

Other religious organizations maintaining negro

college funds, and numerous efforts for more adequate  
They have established Black University in South Africa,  
Georgia, which includes between 100,000 students, the  
most equipped and advanced of all Negro colleges in  
America; Central University, South Carolina; New Orleans  
University, Louisiana; East University, Mississippi; Walter  
Reuther College, Michigan; Wiley College, Texas; Lincoln  
College, North Carolina; George W. Hill College, Kansas.  
Howard College, Maryland; and Talladega College, Alabama.  
In 1928 the President's Council voted a grant of  
\$100,000 for the establishment of a fund to support  
missions for the South and West. The fund is now being  
at the Southern region. The fund is now being  
by the Board of the United Negro College Fund, for the  
and the South, the Southern region, Virginia, Texas,  
North Carolina, South Carolina, Alabama, Georgia,  
Mississippi, and West Virginia. The fund is now being  
of this fund the United Negro College Fund has established  
this College, Tennessee.  
The United Negro College Fund has established 100 Negro  
and Technical School, Virginia; 100 Negro College, South  
Carolina; and several other schools in other regions.  
The United Negro College Fund has established 100 Negro  
for which 100 of the 100 Negro College Fund, 100 Negro College  
College, Kentucky; and 100 Negro College, Kentucky. The fund  
from the United Negro College Fund has established 100 Negro  
College.



schools included the Christian Woman's Board of Missions, the Congregational American Missionary Association, The Friends Societies, the Southern Board of Colored Missions, etc.

In nearly all these institutions the president and faculty were originally white, but as negroes have become educated the chairs have been given to them. About seventy-five percent of the present teaching staff in these institutions is colored and according to Jones, all of the presidents, with a few exceptions, are colored.

(19) Institutions of Higher Learning Supported by Negroes Themselves

The first step by the negroes themselves in the direction of higher education for their race was taken by the African Methodist Episcopal Church, which during the Civil War had come into sole possession of Wilberforce University, in Ohio. At the close of the war, the negroes educated at the University, were sent into the South to organize churches and schools. The work of the African Methodist Episcopal Church has expanded from year to year until to-day it maintains one or more schools or colleges in each southern state. The chief institutions of the organization are Morris Brown College, Georgia; Western University, South Carolina; Paul Quinn College, Texas; and Kittrell College, North Carolina. These institutions are supported by collections from the members of the numerous African Methodist churches.

The African Methodist Zion Church next undertook an educative work in the South similar to that of the Methodist





Episcopal Church. It established four colleges, one theological school, and seven academies. The leading institution of this organization is Livingstone College, North Carolina.

The Colored Methodist Church, a minor section of Methodists, joined in the educational work and established Lane College, Tennessee; Miles Memorial College, Alabama; and Mississippi Industrial College, Holly Springs, Mississippi; besides contributing to the support of the others.

In more recent years, the negro Baptists have undertaken an immense educational scheme in the South. At present they have in operation over a hundred schools of varying types and standards. Most of them are poor in every essential. Their schools of higher learning are Selma University, Alabama; Arkansas Baptist College, Little Rock; Florida Baptist College, Jacksonville, Florida; Florida Institute, Live Oak; American Institute; Walker Baptist Institute; Jeruel Academy; and Central City College, Georgia; State University and Eckstein University, Kentucky; Morris College and Seneca Institute, South Carolina; Central Texas College, Texas; Howe Institute, and Roger Williams University, Tennessee; and Virginia Seminary, Lynchburg. The negro Baptists alone raise for the support of their institutions about \$200,000 annually, but this sum, with donations outside, is altogether inadequate for the efficient maintenance of such a multiplicity of schools.

One cannot help admiring the ambitious spirit and heroic sacrifices of the negroes in behalf of the education of

Philosophical Council. It established four colleges, the  
theological school, and seven seminaries. The leading  
institution at this organization is the University of North  
Carolina.

The United Methodist Church, a minor branch of  
Methodism, joined in the educational work and established  
John College, Tennessee; Union Methodist College, Alabama; and  
Mississippi Industrial College, Natchez, Mississippi.  
Besides contributing to the support of the others.

In more recent years, the negro churches have under-  
taken an immense educational work in the South. It is probable  
they have in operation over a hundred schools of varying grades  
and standards. Most of them are poor in every essential.

Their schools of higher learning are John University, Alabama;  
Alabama Baptist College, Little Rock; Florida Baptist College,  
Jacksonville, Florida; Florida Institute, New York; Southern

Institute, Atlanta; Baptist Institute, several branches; and Central  
City College, Georgia; State University and Southern University,  
Louisiana; Morris College and Howard Institute, South Carolina;

Central Texas College, Texas; New Institute, and Edgar Williams  
University, Tennessee; and Virginia Institute, Kentucky. The  
negro Baptists alone raise for the support of their institutions

about \$200,000 annually, and this sum, with donations outside,  
is altogether inadequate for the efficient maintenance of even a  
modest number of schools.

One cannot help admiring the arduous spirit and  
heroic sacrifices of the negroes in behalf of the education of



their people, even though noting the weaknesses of their ill directed efforts.

Many southern negroes are educated in northern universities. Yet, of the 6,000 negro graduates in the United States more than two thirds live and work in the South.

(21) Endowed and Variouslly Supported Professional and Industrial Schools<sup>1</sup>

Among the institutions which prepare for professional careers, Howard University in Washington, D. C. is foremost. It ranks high. It has excellent schools of law, medicine, pharmacy, and dentistry. It is supported by the federal government.

Meharry Medical College of Nashville, Tennessee, is an institution of good rank. It turns out well educated physicians, pharmacists and dentists. Shaw University, in Raleigh, North Carolina, has good rating. It gives degrees in medicine. The University of West Tennessee in Memphis gives degrees in medicine, pharmacy, and dentistry.

The Central Law School of Louisville gives good training for negroes wishing to enter the legal profession.

Among the innumerable colleges and universities professing to have theological schools only a very few are of good rank. The others are not prepared to offer courses of even college grade. Nine tenths of their students are pursuing elementary and secondary subjects, under teachers qualified only for such instruction. They are greatly handicapped by holding to the old classical curriculum. They have no social science courses.

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1. Dowd op. cit., pp. 169-175





(21) The Work of Hampton and Tuskegee

The wiser friends of the negro have perceived that the first education a backward race most needs is vocational and industrial. Less than two percent of the negroes are engaged in skilled and professional work.

General Samuel Chapin Armstrong who founded Hampton Institute for the practical education of negroes and Indians built wisely. He was born of Scotch-Irish stock, his parents being engaged in missionary work in the Hawaiian Islands gave him an insight into the needs of backward peoples not possessed by some of the Northern enthusiasts. He graduated from Williams College under the inspiring influence of Mark Hopkins. He had charge of the negro troops of the Union Army during the Civil War. After the war he entered the service of the Freedmen's Bureau, and was assigned to the Jamestown peninsula in Virginia, where he had contacts with thousands of freedmen.

General Armstrong's knowledge of the Hawaiian and the negro enabled him to perceive that what the negro needed was not political power but an education that would develop thrift and moral stamina. In 1868 he started an industrial school for negroes at Hampton, Virginia. With small appropriation from Congress and donations from friends he built a building and employed one teacher and a matron. From these small beginnings Hampton Institute has grown to its present proportions. The President, Dr. Hollis B. Friesdell, thus formulates the purpose of Hampton:

181, the first of January and February

The first of January at the night was devoted to

the first of January a program was made in connection

and devoted to the first of January at the night was

devoted to the first of January at the night was

General James Smith was the speaker

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"To train selected youth who shall go out and teach and lead their people, first by example by getting land and homes, to give them not a dollar that they can earn themselves, to teach respect for labor, to replace stupid drudgery with skilled hands, and to these ends to build up an industrial system, for the sake not only of self-support and intelligent labor, but also for the sake of character."

The students of Hampton, male and female, are all resident. They number over 1600. The Faculty, instructors and officers are for the most part white, and number about 200. The policy pursued is laid down by a board of seventeen Trustees, including prominent men from both North and South. There are 113 buildings located in a park-like area of 185 acres.

There are thirteen trade courses, including all the principal handicrafts, practically taught in thoroughly equipped workshops. All male students are obliged to take a course in agriculture and a course in manual training. The female students must learn housekeeping in all its branches, gardening and hygiene. This training is correlated with academic course. Six miles from the campus is a farm of 587 acres with 175 head of cattle, 31 horses and mules, 300 hogs, 1000 fowls, with 400 acres under cultivation, and with 22 houses and farm buildings. The greater part of the buildings of the entire institute have been erected by the students. All repairs are made by them.

Annual Conferences are held to discuss subjects of interest to the negro people. Twice a year a farmer's conference is convened. A mass of literature is issued by the





publication department, including an excellent monthly, "The Southern Workman," and a large number of educative leaflets which are distributed free to charge or at nominal rates.

The other great industrial school for negroes is Tuskegee Institute in Alabama, founded by Booker T. Washington, a poor friendless boy who had worked his way through Hampton.

Tuskegee comprises 2,345 acres and 113 buildings. Its total equipment is valued at over \$2,000,000. The number of students is about 2,500.

As at Hampton, these students are compelled to learn a trade. The poor student has an opportunity to earn his fees. When first entering, all, whether they can or cannot pay for their course, must do their share of manual work.

Tuskegee does an increasingly large amount of outside extension work. As at Hampton, an annual negro farmer's conference is held. A Farmer's Institute was founded in 1897. The members meet monthly at Tuskegee in the large agricultural building. A short course is given which consists of two weeks' concentrated observation and study. In 1900, as over against the initial attendance of 11.

There are about twenty other industrial schools of minor importance, scattered over the South, a majority of them founded by graduates of Hampton and Tuskegee.

production department, including an excellent machine  
"The Bodystar System", and a large number of accessories

available which are distributed free to change or as desired  
more.

The other great industrial school for business is

International Institute of Management, founded by Dr. J. Edgar

Hoover, a great industrialist who has spent his life

in the business world.

The Institute of Management is located at 1111 Broadway,

the total enrollment is about 10,000 students.

Number of students is about 1,000.

It is suggested that students are encouraged to

learn a trade. The good student has an opportunity to learn

his trade. The first step is to get a job, then to

earn pay for their course, and to their share of success.

more.

The school has an excellent large amount of

outside equipment and is at present an actual college

of management. It is a great institution and

located in 1947. The school was founded by Dr. J. Edgar

Hoover, a great industrialist. A great success is given

which consists of two parts: management education and

more. In 1947, he was named the first president

of it.

There are about twenty other industrial schools in

which management education is given, a majority of

them founded by graduates of Hoover and Hoover.



(23) Public Libraries for Negroes<sup>1</sup>

I have spoken of the ostracism of the negro from the public libraries for whites all through the South. To counteract this ostracism there are now twenty-five publicly supported libraries for negroes and about the same number supported by private donation. The Carnegie Corporation has donated funds for library buildings for negroes in Atlanta, Georgia, Greensboro, North Carolina; Houston, Texas; Knoxville, Tennessee; Meridian, Mississippi; Nashville, Tennessee; New Orleans, Louisiana, and Savannah, Georgia.

There are public libraries for negroes without outside aid at Charlotte, North Carolina; Galveston, Texas; Memphis, Tennessee; and Louisville, Kentucky. The Carnegie Corporation has donated funds varying from \$6,000 to \$20,000 for libraries for negro schools. Mrs. C. P. Huntington has given \$100,000 for a library at Hampton.<sup>2</sup>

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1. Dowd. op. cit., p. 174

2. Mrs. Collis P. Huntington, wife of western railroad magnate; library given in his memory, 1904.







PLATE III



PART III

The Situation in Higher Education

(1) Estimate of Institutions of higher learning for Negroes.

The criticism made by Jones, in "Negro Education", U. S. Bureau of Education Bulletin, 1916, No. 38, is that Negro Education has too many so-called colleges and universities absorbing funds that could be used to better advantage in building up schools of an elementary character. The over supply of Negro colleges has resulted in such competition that, in order to get pupils at all, it has been necessary to admit those who are not even far enough advanced to enter courses of high school grade. Only thirty-three percent of the Negro "colleges" in the United States offer any courses of college grade. Only ten percent of the pupils enrolled in the Negro Colleges are pursuing courses above the secondary grade. This elementary instruction is due in part to the lack of high schools and private schools fitting for college; and has not been confined to negro schools, as same condition has existed in colleges and universities for white students. (I can confirm these statements from actual observation and contacts with negro colleges, and Junior Colleges for the best of the whites in various Southern States.) These Negro Colleges cannot supplement adequately the shortage in high schools because they require the pupils to live away from home. While the institutions maintained by Northern White organizations are doing serviceable work they have two drawbacks, one, they are badly located, and the other, many of

# The Situation in Soviet Education

(1) Institute of Legislation of Higher Education for Research.

The article made by James, in "Soviet Education",

U. S. Bureau of Education Bulletin, 1918, No. 38, is that

There is a serious lack of the very best of the material

the existing books that could be used to better advantage

in view of the situation of an elementary education.

Over a half of the population has remained in such a condition

that they are not able to read at all, or can read

only a few words. These are not even the worst conditions

to enter courses of high school study. The situation is

serious at the time of the "revolution" in the Soviet Union after

any attempt to improve things. Only one percent of the population

enrolled in the Soviet Union are receiving education, and the

elementary schools. This elementary education is not in fact

so the lack of high schools and colleges is still more

serious: and has not been helped by the war, as some

conditions are serious in colleges and universities for the

elementary schools. It is a serious situation in the Soviet

Union and especially with regard to the colleges, and the

colleges for the best of the nation in various Soviet States.

These Soviet colleges cannot improve materially the situation

in high schools because they require the pupils to have some

free time. While the situation has been improved by the

White Revolution and the Soviet Union, they have not

improved, and they are still in a state of



them cling to an old fashioned curriculum ill adapted to the negro's needs.

The institutions supported by negro organizations are generally doing elementary work, in most cases, with poor equipment and incompetent teaching staff. Of the 153 negro owned schools, only sixty are of importance. A few are scathingly denounced by Jones as "brazen frauds imposing on the philanthropy of northern donors." Out of a total attendance of 17,299, only 115 are pursuing courses of college grade. Only 1,588 are pursuing college courses, out of the 83, 679 pupils enrolled in all of the private schools for negroes. Jones also states that only three of the private schools (1916) had a student body, faculty, equipment, and income sufficient to warrant the title of college.<sup>1</sup>

(2) Need of elimination and co-operation in Interest of Efficiency.

There is need of co-operation between the privately owned schools for negroes in the interests of concentration of resources and energy upon those schools favorably located and capable of maintaining proper standards. This is what the American Missionary Association is trying to do.

Another need is that courses of study be modernized and adapted to the needs of the race.

Training schools, up to date, for teachers are needed. The theological schools need bringing up in every way, and particularly need courses in Social Sciences.

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1. Jones, op. cit., p. 151





(3) Estimate of President of Howard University, 1911.

Dr. Thirkield, President of Howard University, Washington, D. C., wrote in 1911:

"The capacity of the negro for higher education has been settled. We have learned, however, to distinguish between the intellectual capacity with which God has endowed all races, and the intellectual and moral equipment of a race which is the outcome of civilization and environment. The last danger is the over-education of the negro. We have only touched the fringes of the race. His real education is a task of generations."

"However, although the capacity of the exceptional negro for higher education has been demonstrated, the trend of opinion in some quarters has been strongly away from college education, to elementary and industrial training for the race. This may furnish reason for setting forth at this time some arguments in favor of the higher education, not as opposed to, but as really essential to permanent and effective results in elementary training and to the industrial and civic future of the race."

He makes these points:

1. "On the higher education the very existence of any education depends." The college furnishes the trained teachers and gives motive and inspiration to the common school. The negro is fast becoming his own teacher. It is imperative that men of disciplined mind and trained scholarship lead.
2. In the interest of pure industrialism for the negro, this





higher training is a necessity. To train the mechanics of a race of nine millions is an endless task. But it is possible to train master mechanics as teachers of mechanics, and as organizers and inspirers of their people on higher industrial lines.

3. The higher education is necessary for the raising up of a trained leadership for the race. The small body of men of trained intellect, of balanced judgment; the educators of their fellows, their teachers along higher industrial lines; the keen students of the sociological problems of the race; the masterful defenders of the hopes and rights of their people - these few are to determine the destiny of their race."

The negro race needs men of higher training for the professions. Legal advisers are needed for the thousands of negroes who are gaining wealth and property; the awful mortality of the race calls for trained physicians who have studied diseases peculiar to the negro. The demand for a trained and consecrated ministry is imperative that the religions, civil and social reforms required for the redemption of the race may be intelligently directed.

"To what extent, then, shall the higher education be attempted? We answer, only to that extent that shall give to all those who are thoroughly equipped in the preparatory schools and have the ambition and the capacity for the higher training opportunity to unfold the best and divinest that is in them. Say not to any man or set of men, nor to any race: This or that kind of education is good enough for thee or thine.

higher training is a necessity. To train the students of a  
rate of nine million is an endless task. But it is possible  
to train master mechanics as members of workshops, and as  
organizers and instructors of their people on higher industrial  
lines.

3. The higher education is necessary for the raising up of a  
trained leadership for the race. The small lot of men of  
trained leadership, of business judgment, the education of  
their fellows, their teachers - their higher industrial knowl-  
edge, the men students of the scientific method of the race;  
the industrial development of the times and the state of their  
people - these are the men to determine the destiny of their race.

The state must make use of every training for  
the development. Local education is needed for the training  
of workers and the training of the people; the state  
education of the race must be the highest education the state  
can give. The state must be the center of the state, the  
highest and most advanced training, is representative of the  
religious, civil and social reforms required for the development  
of the race and the development of the state.

To this extent, then, shall the higher education  
be attempted. The answer, only to that extent that shall give  
it all those who are themselves engaged in the development  
of the state and the nation and the people for the highest  
training opportunity to which the state and the people are in  
them. It is not to give men of men, men to give men.  
This is that kind of education is good enough for that or more.



This is unphilosophical, unjust, un-American. Let the gates to largest knowledge and culture be thrown wide open. Let each man for himself enter. Set no limits. Let each man by his active brain and aspiring soul, set his own limits.

"And further, let us not forget that it is only generations of discipline and patient education of the people through thoroughly equipped teachers, that will lift the masses into the larger and higher fellowship of intellectual life. We have too often made the mistake of confounding the education of the individual with the mental and moral equipment of the race. The teaching of sociology is that, while we may educate the individual in a few years, the intellectual and moral equipment of a race is a question of generations, and it may be of centuries."

(4) Race Values - Need of Harmony.

Dr. Cady, of the American Missionary Association, in his pamphlet on Race Values and Destinies says -

"Democracy dies in the hands of the ignorant voter.

"No race is complete in itself, no race liveth unto itself. Each plays its part in the great orchestra of the world. The violinist may believe that he alone is needed to make the complete harmony, but the great Conductor listens not alone for his fine stringed note, but for the cornet, the flute, the bass viol, the drum and the cymbals. And he who shapes that 'far off divine event toward which the whole creation moves', out of all discord and jangling will perfect his own praise, and he who shapes the eternal harmonies knows that for the perfect whole each race is essential."





#### PART IV

##### Tabulation of Endowments

##### Donations

##### Federal Aid

Page 12

Continuation of Schedule

Donations

Received



#### PART IV

Though the distribution of public money for school purposes is still unequal, the per capita expenditure in the Southern States for white children exceeding that for negro children, the total, happily, is turning. With the encouragement and help of the General Education Board, the Slater Fund, the Jeanes Fund, the Phelps-Stokes Fund, the Daniel Hand Fund (administered by the American Missionary Association) and similar agencies a broadening and deepening of the whole work of Southern Negro Education is in progress and municipalities of the South are appropriating larger and larger sums for the maintenance of colored schools.

Lake Charles, Louisiana, (1921) voted school funds to the amount of \$200,000 of which \$150,000 were to be spent for the improvement of negro schools. The larger cities of the South are ceasing to depend wholly upon denominational and other private institutions for the providing of secondary education for Negroes, and one after another are establishing colored high schools.

The following are some of the endowments made by Philanthropists to aid Negro Education:

1. The Daniel Hand Educational Fund.<sup>1</sup>

This consists of \$1,500,000 donated in 1888 by Daniel Hand of Connecticut for the education of needy negroes in the Southern States.

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1. Dowd op. cit., pp. 164-168.





2. John F. Slater of Connecticut donated \$1,000,000 for negro education. The present endowment is \$1,750,000, the income of which is used chiefly to encourage industrial education and the training of teachers for Negro schools. Instead of establishing new institutions, the directors of the fund give aid to sixty-eight existing schools, selected with reference to carrying out specific objects. Dr. James H. Dillard is director of the fund.

Hampton, Tuskegee, Atlanta, Fiske and Spellman are the recipients of a greater part of the Slater fund. In two of these and in several state normal schools (colored) the Slater fund contributes to the maintenance of summer normal schools for teachers offering good academic and industrial training for country teachers.

#### The Jeanes Fund

In 1907 Anna T. Jeanes, a Quaker lady of Philadelphia donated \$1,000,000 for aid to rural schools for Negroes. The donation was the outcome of the presentations of needs of rural schools made to her by Dr. Frissell and Dr. Booker T. Washington. The board of trustees consists of five northern white men, five southern white men, and five negroes. William H. Taft and Andrew Carnegie were among the members of the board. The income of the Jeanes Fund has been used chiefly in employing traveling teachers to give instruction in home industries and sanitation, and to organize clubs for the promotion of better schools and neighborhoods. The traveling teachers are appointed by, and work under the supervision of, the county





superintendents of education, and the Jeanes Fund board has succeeded in having the county authorities bear a part of the teachers' salaries.

Both Jeanes and Slater funds do a little in the way of helping build school houses. In several counties of Georgia, South Carolina and Alabama the Jeanes Fund is assisting in the building of one good negro school house for a sample. The magnificent new building for negro children above the fifth grade erected by the city of Charleston was equipped for hand and power work by the Slater Fund.

#### The Rosenwald Rural School Donation

In 1914 Julius Rosenwald of Chicago announced through Tuskegee Institute that he would donate money to aid in building rural school houses for Negroes in the South on the following terms: He would give not exceeding \$300 for any school building for Negroes, provided an equal sum were raised from public funds or private subscriptions. Up to July 1, 1930, the total number of school buildings, homes and shops constructed through coöperation of the Julius Rosenwald Fund was 5,075, at a total cost of \$25,342,272. 15.59% of this amount was contributed from the Fund. The remainder was secured through public and private contributions of both negroes and whites.

#### The Phelps-Stokes Fund

Caroline Phelps Stokes bequeathed her fortune for the improvement of housing conditions of Negroes in New York,

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1. Rosenwald Schoolhouse Construction Report, July 1, 1930.  
(See page 24 ff.)





and for the education of Negroes both in Africa and in the United States, and for other purposes. In 1911 an incorporation under the title Phelps-Stokes Fund was authorized by the New York State legislature to carry out the provisions of the will. The income of the fund has amounted to about \$900,000 annually. The expenses in behalf of negro education have been as follows:

1. The publication, in co-operation with the United States Bureau of Education, of a thorough survey of the present status of Negro education.
2. The establishment of fellowships at the University of Virginia to encourage the study of the Negro.
3. The donation of \$10,000 to the Peabody College for teachers at Nashville to promote helpful relations between that college and the educational institutions for the Negroes.
4. The donation of funds to assist the work of the Southern Race Commission.

#### The Duke Endowments

The late James B. Duke of Durham, North Carolina, besides providing a handsome endowment for Duke University stipulated that 4% of the remainder of the fund, which cannot be definitely stated but which will be several million dollars, be given to the Johnson C. Smith University for Negroes, Charlotte, North Carolina.

His brother, Benjamin Duke, has given \$300,000 to Kitrell College, \$25,000 to Livingston College, \$50,000 to Laurinburg Normal and Industrial School, \$50,000 to Durham





College - all in North Carolina, and also \$25,000 to Utica Normal School of Mississippi.

#### The General Education Board

This organization has control of a fund of about \$34,000,000 donated by John D. Rockefeller for the promotion of higher education in the United States. The board does not supply endowments for Negro schools, but contributes toward their maintenance. Its chief aim is to aid colleges and universities in increasing their efficiency and in adapting their curricula to the needs of their communities. It has promoted the employment of state supervisors of Negro schools, and better co-operation between public and private institutions. It has encouraged the farm demonstration movement among colored people, and the organization of rural clubs for colored boys and girls.

#### The Stewart Missionary Foundation

This grew out of a gift in 1894 of \$110,000 by Reverend W. F. Stewart to promote missionary work among the Africans. The income is used to provide missionary instruction at the Gammon Theological Seminary.

Many donations of smaller amounts have been made.

The following are some of the negroes who have contributed funds for the education of their race:

Bishop Payne - Several thousand dollars to Wilberforce University.

Mary E. Shaw - \$38,000 to Tuskegee.

College - all in North Carolina, and also \$12,000 in other  
Federal funds of miscellaneous.

### The Federal Education Trust

This organization was created at a time of great  
need, and was organized by John B. Buchanan for the purpose  
of higher education in the United States. The trust has  
and always maintained for Negro schools, and universities  
toward their maintenance. The trust has in all colleges  
and universities is maintaining their education and in making  
their students to the state of their communities. It has  
promoted the development of state universities at their schools,  
and better co-operation between public and private institu-  
tions. It has provided the first demonstration of a  
many colored people, and the establishment of rural clubs for  
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colored people and girls.

The following are some of the names of the

colored people for the education of their trust:

The following are some of the names of the

colored people for the education of their trust:

The following are some of the names of the



John McKee of Philadelphia - \$1,000,000.

Themy Lafon of New Orleans - \$413,000 to religious and educational institutions of that city without distinction of color.

George Washington of Jerseyville, Illinois, a former slave - \$15,000 for Negro education.

Nancy Addesin of Baltimore - \$15,000.

Louis Bode of Baltimore - \$30,000.

Anna Fisher, a colored woman of Brooklyn, New York, who left \$26,500 to sundry educational institutions.

#### Federal Aid

The Smith-Hughes law for the promotion of vocational training and the Smith-Lever law for the support of "extension work", that is, instruction in agriculture and home economics outside the schools are operating with increasing effectiveness for the benefit of the Negroes in the rural districts. Those persons most familiar with the conditions realize that the chief hope of the South, so far as its agricultural prosperity is concerned, lies in increasing the efficiency of its Negro farm labor. This means not only more and better education in the schools, but a general lifting of the standards of household life.

Another serious need, to which Monroe N. Work of Tuskegee has recently called attention, is that of more careful provision for the large Negro population that is neither rural nor urban, being gathered in incorporated towns and villages of less than 25,000 people. There are more than





3,000 of these quasi-urban communities in the South,  
containing at least a third of the whole number of  
Negro children living below Mason and Dixon's line.

5,000 of these first-class specimens in the form of  
containing at least a pair of the whole number of  
these various first-class and second-class items.



## SUMMARY





## SUMMARY

### Public School Education.

In the administration of the public-school system in the South it is difficult to do justice to both races under so widely varying conditions. One must remember that it is always much easier to find fault than to initiate remedies. The impression prevails among northern educators that the South has been without parallel for discrimination and injustice in the civilized world.<sup>1</sup>

Primary education is now within reach of the great majority of Negro children in the South, though I grant many of the rural and some urban schools are far from ideal. But we should remember that the mountaineers have been neglected to a greater extent than the negroes.

While the statement is frequently made that the number of institutions for higher learning are numerous, the over-supply of Negro colleges has resulted in such competition that, in order to get pupils at all, it has been necessary to admit many not far enough advanced to enter courses of even high school grade. It thus turns out that many of the so-called Negro colleges are not doing college work.

Even the colleges which offer some college courses devote most of their energies to preparatory work.

While the institutions of higher learning maintained by Northern white organizations are for the most part doing serviceable work, in many cases they are badly located, and maintain a classical and out of date curriculum which is ill-

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1. Black and White in Southern States, Evans; p. 127

REPORT

Office of the Secretary

In the administration of the public school system  
in the State it is necessary to be familiar with the  
various types of schools, and the various methods of  
instruction. It is always more difficult to find the right  
method. The various methods of instruction are  
not the same, and each school has its own characteristics.  
The various methods of instruction are not the same, and  
each school has its own characteristics. The various  
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characteristics. The various methods of instruction are  
not the same, and each school has its own characteristics.



adapted to the needs of the average negro.

The institutions supported by negro organizations are poorly equipped, and generally doing elementary work.

There is need, which is being gradually met, of co-operation between privately owned schools. Schools favorably located and capable of maintaining proper standards should be centers for the concentration of resources and energies. There should be co-operation in modernizing courses and adapting them to the needs of the race. The theological schools are particularly weak, and need especially departments of Social Science. Training courses for teachers are also needed.

In 1913 Dr. James H. Dillard effected a conference of representatives of the various agencies concerned in the private schools for Negroes with a view to preventing duplication of work and readjusting the curricula to the needs of the community.

The plan outlined by the American Missionary Association, including the Straight College merger (1930) with New Orleans University, under name of Dillard University, illustrates how Dr. Dillard's plan is being carried out.<sup>1</sup>

The capacity of the Negro for the higher education has been settled, but we have only touched the fringes of the race. Higher education is necessary for the raising up of a trained leadership; teachers along industrial lines, students of the sociological problems of the race.

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1. See Dillard University illustrated material - supplement to Thesis I.





As a result of personal observation at intervals since 1920 I would affirm that the safest leaders of the Negro race are the men and women who have come from our colleges and professional schools.

The race needs lawyers, physicians, particularly physicians prepared to study the diseases peculiar to the race. Nurses are needed, dentists and dental clinics. The demand for a trained ministry is imperative.

Mr. Glenn, one-time Superintendent of Education in Georgia, where sentiment has been very much against the Negro, declared that the "Negro is teachable and susceptible to the same kind of mental improvement characteristic to any other race."

While the Negro needs, as Dr. Washington so keenly realized when he founded Tuskegee, industrial and vocational training, it must be remembered that it requires men of sound knowledge to conceive and execute plans for the industrial education of the Negro.

It is often charged that the higher education of the Negro lifts the Negro above the needs of his race. The graduates of Negro schools and colleges, and of the northern colleges all over the land, are living refutations of this charge.

In all studies of the problems of the Negro, says James Bardin of the University of Virginia,<sup>1</sup> "the Negro should be studied as a Negro - not as a potential white man; and if

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1. Popular Science Monthly, October 1913. Pp. 368-374.





we wish to help him, we should at least try to be sure that he is allowed to develop as a Negro in the freest, broadest manner possible and to the full extent of his racial possibilities."





PART V

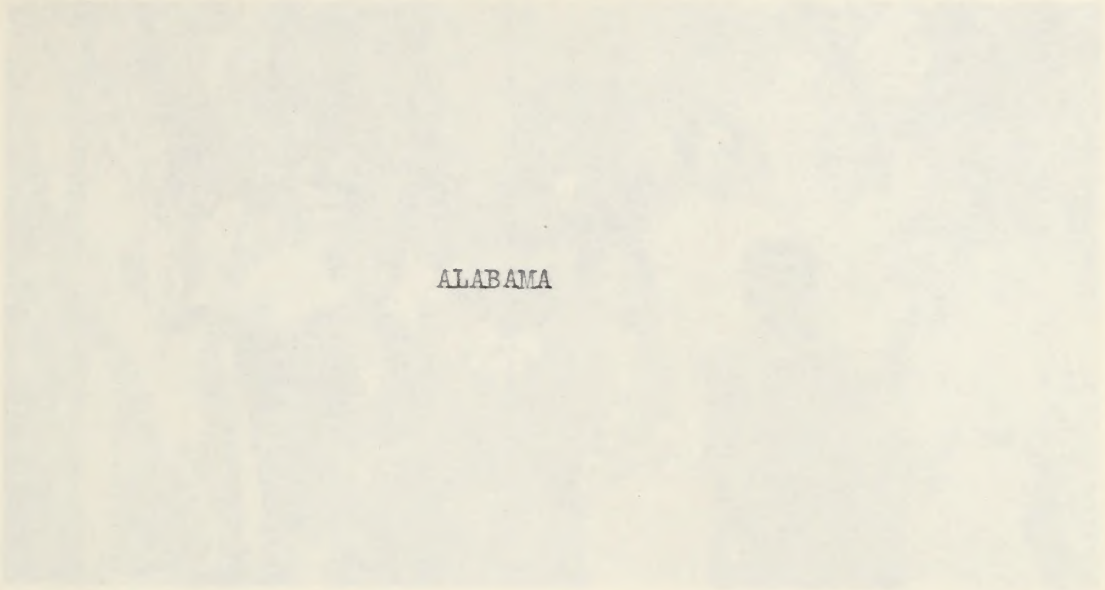
Illustrations

Specific Data

1892

1893





ALABAMA

THE PROJECT: VINTAGE MODERN, ATHENS, ALA

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*Holding the Fort*

at

ATHENS,  
ALABAMA

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2000





THE FACULTY—TRINITY SCHOOL, ATHENS, ALA.

*Holding the Fort*

*at*

ATHENS,  
ALABAMA





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# Holding the Fort at Athens, Alabama

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WHEN the Army of Tennessee was battling to hold back the Confederate Army, one of the outpost forts was one they built at Athens, <sup>Ala.</sup> Georgia. Now it was in the hands of one army and now of another until at last it was captured by General Hood and never again saw any but the Stars and Stripes floating over it. Today you can pass around its ramparts and walk in the ditch lying before the embankment now filled with beautiful trees and honeysuckles but within are now no soldiers but two fine buildings—one a school building and one a teachers' home and within the school a few hundred boys and girls of the black race. It is significant that the very ones over whose destiny the armies battled are now being trained for citizenship under a corps of splendid Christian teachers.

Trinity, as it is named, was founded by Miss Wells, an army nurse in 1865. It began its life near the town. As the city grew and the colored families moved farther out, The American Missionary Association purchased the old fort and moved the school, so that now its buildings and playgrounds lie entirely within the old embankments—embankments which no longer serve to keep enemies out, for no school in the South has more of the good will of the people of the city than Trinity. Recently a group of northern people visited Athens. They were received and entertained by the Mayor himself. The school was praised as one of the city's proud possessions. The Mayor assured the visitors that the Board of Education considered Trinity the center of the new educational program of Limestone County for the training of teachers who are now in such great demand.

Trinity must now enter a new era and advance its program. The educational ambitions of the South are now awakening for both white and colored. The people no longer believe that ignorance is an asset anywhere or for any people. Public schools are

being built everywhere for elementary education—the demand on the A. M. A. is to furnish trained teachers and leaders. Trinity has long been doing this. Many of the students do go to Fisk, a hundred miles north, but 95% of them end their education at Trinity. That end should soon be two years beyond high school. This will mean a practice school, science laboratories and other equipment indispensable in any standard normal training school.

Domestic science is made very popular at Trinity. Better schools without better homes mean formal education without a substantial background. Home life is very drab and meagre throughout Limestone County. The school has no boarding department. Some pupils walk considerable distance. A noon lunch room is badly needed.

There is need also of a library and community center building or rooms for these purposes. The colored people have no such place where they may gather for inspiration and entertainment.

The greatest value of Trinity School comes through its moral and Christian training. Miss Allyn and her consecrated teachers make valuable use of the Bible and prayer. Each year a week is given over to special emphasis on the Christian life, ending in a "Decision Day" for Christian character and life service.

Nothing could be more significant or could demonstrate better the service rendered during these years, not only to the colored people but for better race relationships, than the following: A few years ago the president and 200 students of one of the best white girls' schools in the South, marched through the streets of Athens behind the remains of one of the pupils of Trinity, James McLin, who was serving in their College at the time of his death. Through the dust for a mile they marched to the little Colored Cemetery and laid their flowers on his grave. Only sixty years since that Fort was filled with soldiers! What a triumph in three score years!







KINDERGARTEN—TRINITY

A wonderful work among the children has been a charming part of the work at Trinity. Especial attention is paid to teaching the children and neighborhood better hygiene. The Tooth Brush is the beginning of education. Education takes in all of life. The Athens of today is the child of the children of Trinity yesterday.



TOOTH BRUSH DRILL—TRINITY







Mrs. Mary Phillips Thompson

34

YEARS' INVESTMENT

*in*

*Lincoln Normal School*

MARION, ALABAMA



Only Negro Public School in Marion, Alabama



Teachers' Home, Woolworth Hall,  
Marion, Alabama



Seniors and Juniors, Lincoln Normal School, Marion, Alabama



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MUCH is being written about the New South with its advancing educational standards, programs and equipment. Yet, even the leaders of that movement so promising will confess that scarcely a start has been made.

Here is Alabama, for example—I take the following facts from “The American Race Problem,” by Prof. E. B. Reuter of Iowa University.

Here is Alabama: White population 62%, and they receive 91% of the educational funds. The Negro population is 38% and they receive only 9% of the school funds. On every white child is spent \$26.57 and \$3.81 is spent on each Negro child. They spend \$9.41 per capita for teachers’ salaries for the white schools and only \$1.78 for the Negro teachers. A census was taken of 80 Negro schools and, while they had an enrollment of 6,391, there were seats for only 3,794. In the North the school year is seldom less than 170 days and usually 180 days, but in Alabama for the Negro children 120 days are considered a generous school year.

The contrast in buildings is even more pronounced. The picture in this leaflet shows the only public elementary school in Marion with a colored school population in the town and vicinity of over 700. Located on a clay bank in the outskirts of the town, it is practically inaccessible on wet days. The equipment within is as meager as that without. Naturally very few children attend this school. Last year 570 went to Marion and about 100 attended a small Baptist school.

Somewhere we have seen the report that Perry County has 80% colored and \$16.36 were spent on each white pupil and \$1.34 on each colored pupil—we judge from the schools we have seen that the figures can not be far out of the way.

It was into this region, with conditions then much worse than now and with practically no interest whatsoever in the education of colored children, that a cultured young woman went to Marion, thrilling with missionary enthusiasm capable of sacrifice. She had already been in the service in Talladega. Mary Phillips was her name. Up to this time the school had had a very precarious existence. It was one of the first schools founded by the A. M. A. in 1867. In 1874 the state took it over as a normal school, but following a fire of incendiary origin, it was moved to Montgomery. The colored people, in their distress, appealed to the A. M. A. and the school was carried on in the Professor’s house, which is still standing. It soon overflowed into the barn and the State Superintendent remarked that the barn would not be considered good quarters for a Kentucky horse, but the teaching was good and that was what they came for. Again, for lack of funds, the school was closed. Again the colored people rose in remonstrance. Then the Association sent Miss Phillips there and a few teachers. Miss Phillips received \$40.00 per month as salary for eight months, and the teachers received \$20.00 a month. Again at the end of the year the Association decided to close the school for lack of funds. Miss Phillips called the parents together and read them the sad news. The people pledged themselves to provide the board of the teachers if they would come back, and the teachers, not

---

to be outdone, requested the A. M. A. to allow them to return, without salary.

So the school lived and the children received their education with dry-goods boxes for desks, and bringing eggs, turkeys, vegetables and bacon for the teachers. But back of it all stood this woman with real Yankee “grit and got” that has rarely been equalled and never surpassed in the annals of the Association, and its annals are full of devotion. To the task she gave her life—her motto was, “This one thing I do” and she did it. She enlisted her northern friends and slowly gathered around her a group of admiring southern friends who might not be yet convinced that the Negro was capable of education, but who did admire her pluck.

What a contrast! Today you see the capacious campus on a farm of 40 acres, two large academic buildings, three dormitories, a domestic science building, a teachers’ home, a shop, a laundry, a barn and old plantation mansion in a beautiful setting of pines and vines. There are now 23 on the faculty with over 500 pupils from the kindergarten through the twelfth grade. No institution fostered by the A. M. A., and indeed it may be truthfully said, that no institution in the missionary work of our whole denomination is more the fruitage of the consecrated service of one woman than Lincoln Normal School. It is and ever will be her monument. But she herself would enter here a demurrer, for she would bear testimony to the contribution made by all the colored people thereabout, and to the consecrated teachers who so loyally and lovingly supported her. The A. M. A. furnished the money that Miss Phillips could not raise for current expenses, but most of the buildings have been reared by friends whom Miss Phillips, now Mrs. Thompson, has interested. And the pupils even to this day pay for their tuition often by products of the farm. The author of this has partaken of a perfectly splendid dinner with a fine turkey furnished and cooked by the girl who had brought it for her schooling.

The school is immaculate—there is not a pencil or knife-mark on any desk or wall. The new combined Teachers’ Home and Domestic Science Building is an evidence of the genius of Mrs. Phillips-Thompson, for it was built for \$14,000 plus student help and could not be duplicated, anywhere north, for less than \$25,000. Editor Gilroy remarked after a trip in the South, “There is no place in the world where a dollar will go farther than in the A. M. A.” The total plant is estimated to be worth, today, \$100,000 and could not be built new for twice that sum.

A new spirit of friendliness has been built up in the city of Marion. Recently the Judson College, a school for white girls in Marion, gave a reception to the faculty of Lincoln Normal, teachers of Negroes, and Mrs. Thompson was asked to tell of her work before the faculty. Into Ranney Hall, the new dormitory for girls, has gone many dollars from local white contributors. The other day white members of the Interracial Committee spoke from the platform of Lincoln Normal, offering their services in any way possible to make Lincoln a better school. A movement is on foot now to provide a modern elementary Rosenwald





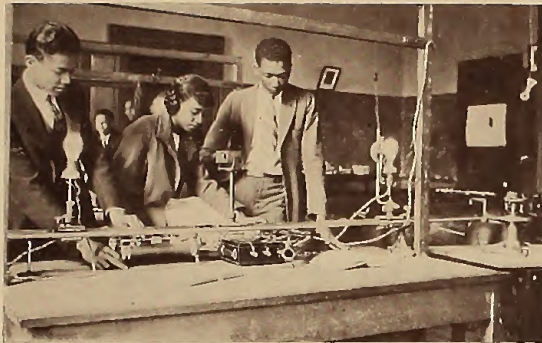


*The  
Greater  
Talladega ~*









## The Greater Talladega ~

THIS historic institution founded in 1867 began work in a building erected by slave labor for the education of white boys. Old Swayne Hall still stands as a monument of the early days and serves effectively as a recitation building. But the Greater Talladega has largely outgrown its early plant, and now many fine modern buildings adorn the beautiful campus on high ground along both sides of a main street of the city of Talladega, Alabama. In recent years a new gymnasium, a new boys' dormitory, and a new practice school have been erected, and a large new science hall is just being completed. A little earlier came the hospital, the library, and the beautiful memorial chapel.

Talladega College stands in the first rank of the A. M. A. schools, and indeed among all the colleges for Negroes in the United States. It enrolled six hundred pupils during 1926-27, with eighty-







# Opportunity



Carnegie Library  
Graduating Class

Carnegie Library Interior  
Commencement Procession on the way to the Chapel





# Brick Junior College

Brick, N. C.

NORTH CAROLINA

A Standard Junior College  
for  
Sigma Tau



LEADER THE ASSOCIATION

The American Midwestern Association  
and its members  
New York





# Brick Junior College

Bricks, N. C.



*A Standard Junior College  
for  
Negro Youth*



UNDER THE AUSPICES  
of  
The American Missionary Association  
287 FOURTH AVENUE  
NEW YORK



The main school building in this panoramic view stands on the site where once stood the slave master's Mansion—"De Big House." And in the spaces once occupied by the "slave cabins" there now stand spacious brick dormitories. And many of the piccaninnies who romped 'neath these beautiful trees have lived to see the plantation transformed into a college campus where their children and grandchildren now stroll with the freedom of American citizens.



## Equipment

Seven Brick Buildings  
Steam Heat Throughout  
Electrically Lighted  
Hot and Cold Water  
Library  
Laboratories for Chemistry,  
Physics and Biology  
Industrial Shop  
Practice School  
Farm  
Athletic Field

## Faculty

27 TEACHERS & WORKERS

Among these are graduates  
from Yale, Columbia, Uni-  
versity of Pittsburg, Oberlin,  
Howard, Talladega, etc.

## Budget

Tuition, Board, etc. . . \$33,520  
From A. M. A. . . . 28,700  
Total Budget \$62,220

## Needs

Friends  
Scholarships for Poor Students  
Laboratory Apparatus  
Endowment  
Furniture for Dormitories  
Missionary Barrels

## Aims

The Development of  
Christian Character  
through Christian Living  
and Education



## In the Wake of the Federal Army

WHEN Sherman's march through Georgia ended on the Atlantic Seaboard and his armies started north, General R. L. Estes had one division and General O. O. Howard had another. As General Estes passed the old Garrett plantation in eastern North Carolina he vowed that when the war was over he was coming back to buy the place and make his home there.

True to his word, he did return and bought the place and began what was then a new type of agriculture for the South—specializing in strawberries and peaches for northern markets. But his extreme advanced ideas soon landed him in debt and he had to borrow money from a distant relative—Mr. Joseph Keasbey Brick of Brooklyn, N. Y. Unable to pay back the loan the land of 1,129 acres fell into the hands of Mr. Brick. At Mr. Brick's death Mrs. Brick offered the place to the A. M. A. if they would conduct a school upon it for the Negro people. Dr. A. F. Beard, who was the Secretary of the A. M. A., came and looked the place over, and in 1895 he caused to be opened the J. K. Brick School. Each year after that, until her death, Mrs. Brick visited the school and added building after building until there grew up what is today one of the prettiest and most complete secondary school plants now operated by the A. M. A.



GLEE CLUB



HEALTHY SPORTS

## Beautiful for Situation

Northern tourists traveling south over the Atlantic Coast Line Railroad will pass through the college property on one side and those who motor will pass the entrance to the campus on the paved road of the Atlantic Coastal Highway on the other side.

The campus proper comprises twenty-five acres with aged trees of almost every variety, well laid-out walks and drive-ways, the landscape scheme being in the form of a horseshoe—GOOD LUCK—with the buildings located in the curve of the shoe. In topography, climate and geographical location there are few places more ideally suited for the development of a great school.



GLEE CLUB



CHEMISTRY LABORATORY



DINING ROOM



BASKET BALL

## Field of Service

THE School is bounded on three sides by three counties and in these counties there are 60,000 Negroes. The public schools run ostensibly for six months, but there are thousands of Negro children who do not get much more than four months in school. Mostly children of tenant farmers, they are out late to gather the crops and out early to plant the crops, so that even the six months' term provided by the state is not taken advantage of.

In Edgecombe County, for example, where there are 10,000 Negro children of school age, just thirty-two pupils finished the seventh grade in 1926. Seven grades is all the state gives in its public school for Negroes.

While North Carolina is doing more for Negro Education than any other southern state, there is still a great deal to be done, and in its immediate locality the Brick School is the only school of its type that offers the Negro child both the long terms and the advanced courses which the Negro child ought to have. For thirty-three years the A. M. A. has, through the Brick School, supplied this need in this rural section and, as the South awakens to its duty to the Negro child and as the Negro himself advances, the need and the requirements of the private school increase with each succeeding year.

## Growth

When the first class came together thirty-three years ago it was made up of old men and women as well as of boys and girls, and all were learning their A, B, C's. From the primer then, up through the grades, adding a grade each year, the school has grown until today there is a high school department of four grades, accredited by the State of North Carolina. And two years ago, at the suggestion of the State Department of Education, two years of junior college work were added and the name of the school changed to Brick Junior College. The ultimate goal is a regular four-year college.

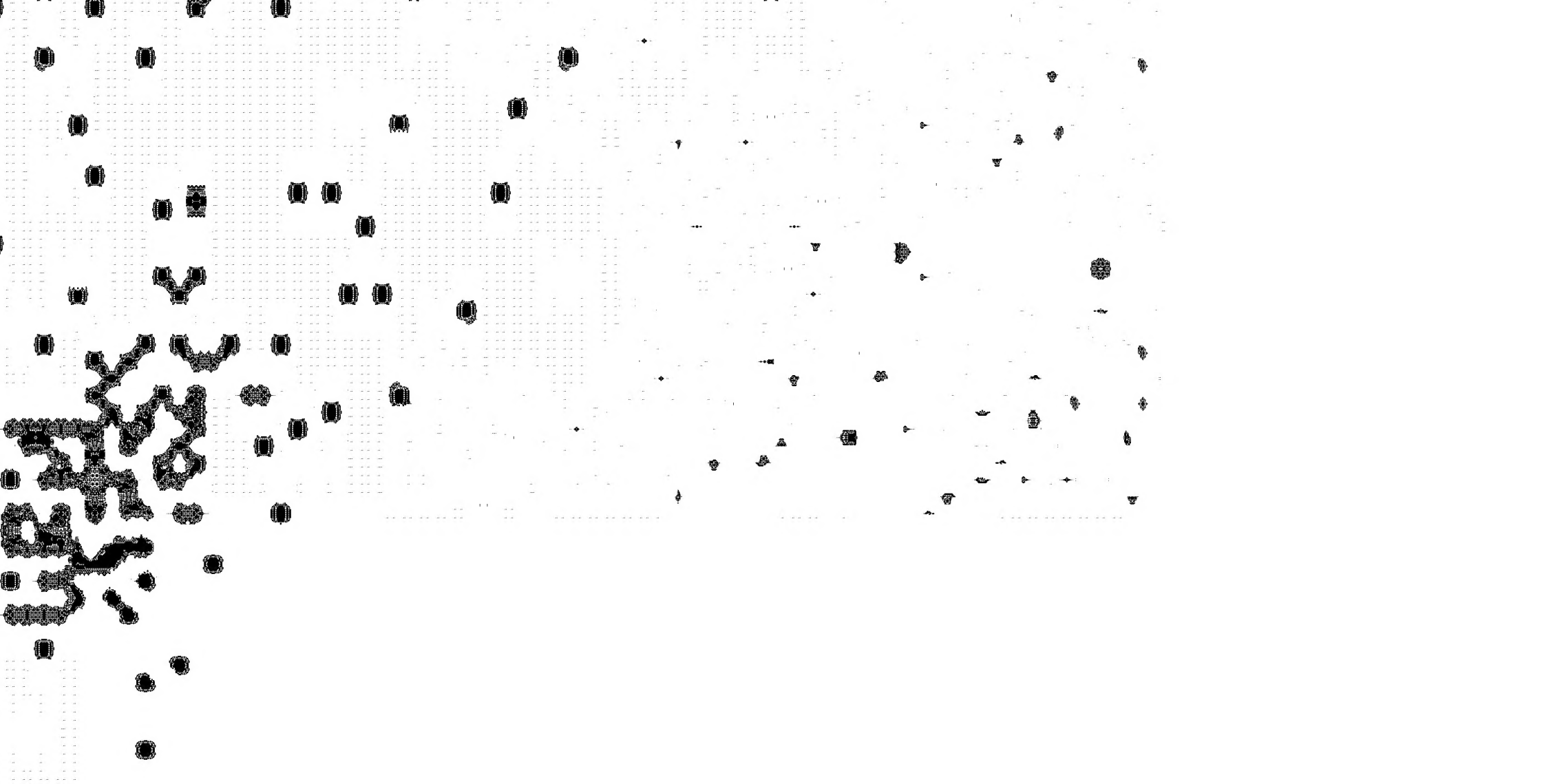


ORCHESTRA



PHYSICAL CULTURE







## VESPERS



IF A PRE-MEDICAL COURSE, A BUSINESS COURSE, A MUSICAL DEPARTMENT, MANUAL TRAINING, COOKING AND SEWING, AGRICULTURE, ETC., HAVE ALL BEEN ADDED TO MEET THE INCREASING REQUIREMENTS OF NEGRO EDUCATION. I

1891

1891

1891

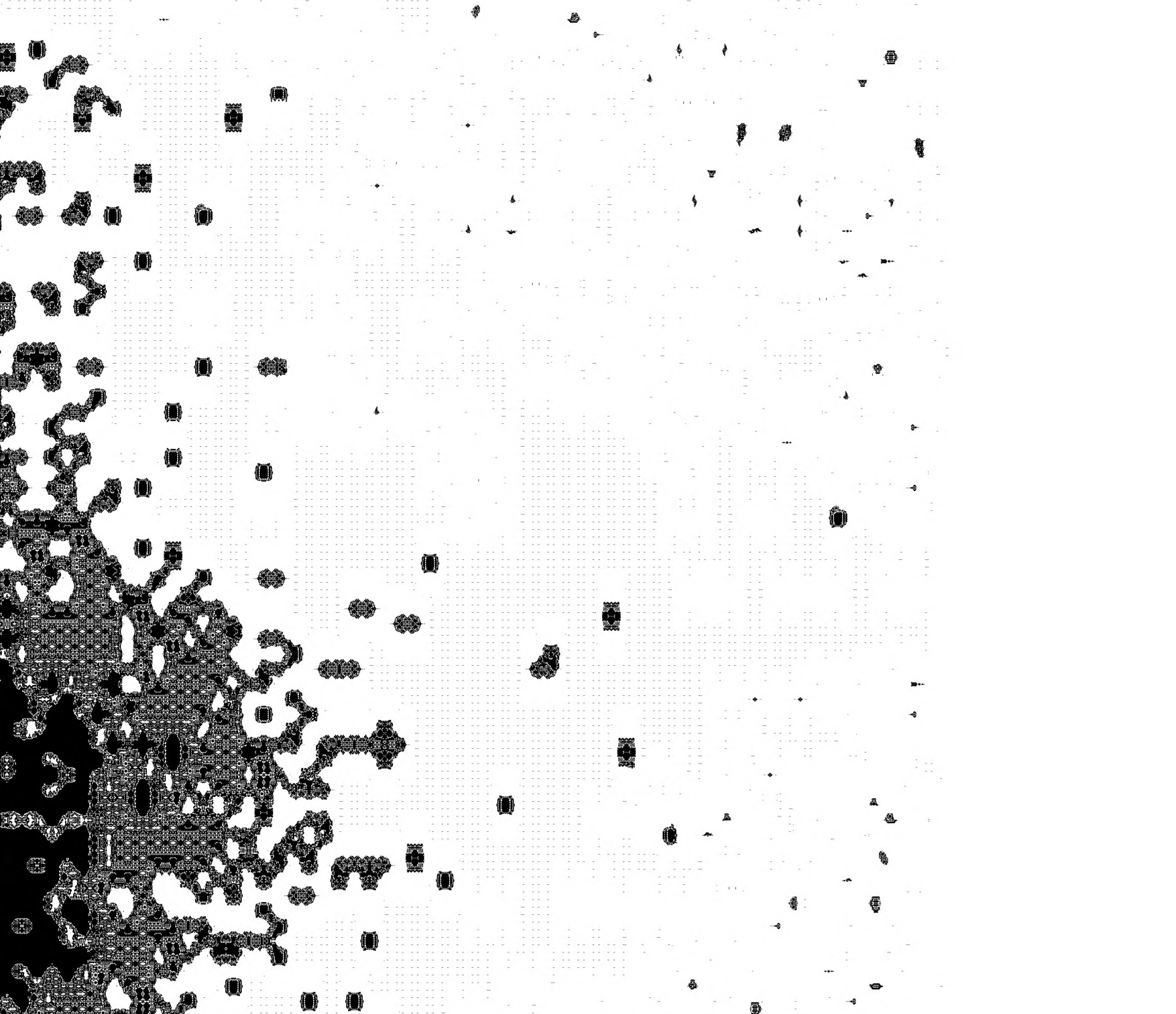




Prudden Hall

LINCOLN  
ACADEMY

KING'S MOUNTAIN  
N. C.





ON the border between South Carolina and North Carolina there stands a hill about seventeen hundred feet high. On one side it is approachable, but on the other side it is precipitous. On the summit was camped on October 7, 1780, the British forces under Lieut.-Col. Ferguson. Up the sides of the hill were streaming three thousand frontiersmen, dodging from tree to tree and rock to rock.

Here Ferguson was defeated and Cornwallis turned back from his intention of invading North Carolina. Near this famous battleground can now be seen a beautiful campus with a group of buildings dedicated to the education of the colored race—who knows but that some of their ancestors helped bury the British dead?

To have been the founder of fifteen schools for the children of the colored folk of North Carolina, is an achievement notable enough. Such was the record of Miss Emily Prudden of New England stock and imagination. One of these, and perhaps the only one now existing, is near King's Mountain, N. C. When the school was opened everyone declared that nothing could be done for the Negroes—they were a lost race. The second year after its opening the local newspaper declared that whereas before they had the prison well supplied with Negroes, up for drunkenness and wife-beat-

*John Fiske says:*

"They came from all directions, through the defiles of the Alleghenies, a picturesque and motley crowd, in fringed and tasseled hunting shirts, with sprigs of hemlock on their hats, and armed with long knives and rifles that seldom missed their aim. From the South came James Williams of Ninety Six with his four hundred men; from the North came William Campbell of Virginia and Charles McDowell of North Carolina with five hundred and sixty followers; from the West came Isaac Shelby and John Sevier, whose names were to become famous in the early history of Tennessee and Kentucky. By the 30th of September, three thousand of these 'dirty mongrels,' as Ferguson called them, had gathered, men in whose veins flowed the blood of Scottish Covenanters and French Huguenots and English Sea-Rovers."

ing, now they seldom had a ease for trial. Ever since, the school has been accepted as one of the most helpful agencies in western North Carolina. It is a High School with an enrollment of 213, with Mr. Rieks assisted by his enthusiastic wife and fourteen teachers leading on.

Mr. Rieks is a Virginian. His entrance examination at Cappahosie was picking beans. He picked the beans so well and so many of them, that even though he was very small and penniless, Mr. Priece could not refuse him. He was graduated from Cappahosie—Gloucester High School—and went to Talladega. From Talladega he went to the Theo-

logical School of Howard University from which he was graduated. Then he worked with Dr. DeBerry in Springfield, and finally spent two years at Union Theological Seminary in New York before going to King's Mountain.

Every branch of education which will enable the boys and girls to be better men and women, better fathers and mothers, better citizens and Christians, will be found there, within the limits of the budget. A farm of sixty acres offers the opportunity to give the boys an education in agriculture. On two acres granted by the A. M. A. the people have built a model Rosenwald School with ample rooms for all the elementary grades and an ample auditorium for the public entertainment of a rural folk. It is used as freely by the school as the neighborhood. A carpenter shop opens the door to the understanding of tools, and a Domestic Science department guides the girls into better methods of housekeeping.

King's Mountain, however, is coming to be known throughout the colored South as the Chautauqua or Silver Bay of that whole region. It is now the place where the Congregational folk gather for a conference in June. This is followed by the Colored Y.M.C.A. and Y.W.C.A. The fine mountain air, the beautiful scenery, the dormitories and the classrooms furnish what can be found in hardly any other place in the South. For the



The school is a fine example of the work of the American Missionary Association. It is a large, modern building, and the school is well equipped. The school is a fine example of the work of the American Missionary Association. It is a large, modern building, and the school is well equipped. The school is a fine example of the work of the American Missionary Association. It is a large, modern building, and the school is well equipped.

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## The American Missionary Association

200 South Street  
New York City



FLORIDA

PLATE 1









SCHOOL BAND



THE ACADEMY CAMPUS



HIGH SCHOOL GIRLS



# In the Piney Woods of Florida

FESSENDEN ACADEMY

FESSENDEN, FLORIDA



R. F. S. FESSENDEN, of Boston, went to Florida in the early '90's seeking health. He was much concerned over the need for education among the many Negro children and interested himself in bettering school facilities. Largely with his own money he built a modern, two-story school building, well equipped with appointments for effective teaching. Later a home for teachers was erected and a campus of ten acres provided. He took pains to see that competent teachers were employed, and then approached The American Missionary Association through its secretary, Dr. Augustus F. Beard, asking it to include the school in its system.

After a personal inspection of the school and surrounding country, the people and the need, Dr. Beard reported favorably to the Executive Committee, and it was voted to accept the school and property and the responsibility for its conduct. Mr. Fessenden continued his active interest until his death. He believed that good citizens are made through the development of character and that the best location, the best appliances and the best teachers are needed for the proper training of head, hand and heart.

The school is located upon a hill in the "Heart of Florida," near Ocala, in Marion County, the most progressive county for Negroes in the state. The present enrollment is 235 and the boarding school facilities are the best for Negroes between Jacksonville on the east coast and Tampa on the west coast.

Mr. Joseph L. Wiley was elected Principal in 1895 and continued in charge for eighteen years. He was graduated from Fisk University with honors and chose to develop this rural school rather than accept other positions which offered more money and prestige; he sensed an opportunity to develop the boys and girls of his race and pass on to them the dream and vision of the founder in order that they in turn might become leaders with high standards.

During these years the enrollment crept up to nearly three hundred, the ten acres increased to two hundred and fifty, and nine serviceable buildings were erected with a fine water plant. Such strong foundations were laid that succeeding principals have been able to build character as well as a substantial physical plant. Two disastrous fires have necessitated the replacement of some of the earlier buildings to the advantage of the school.

The course of study has kept pace with the expanding educational program of the state. Special training in Music, Religious Education, Home Economics and Commerce are offered and the entire course is designed to give training for moral life and community leadership; it also prepares for the teaching profession and for entrance to the higher vocational institutions. The school has recently organized one of the few Rural Parent Teacher Associations in the state, which will be of assistance to parents as well as to the school itself.

Rev. Samuel Lane Loomis, a former secretary of the Association, has recently visited Fessenden and writes as follows:

"The plant stands, say, five hundred yards back from the highway, and is approached through an imposing gateway by a tree-lined avenue; it consists of ten or a dozen buildings, scattered about a spacious campus, amid live oaks and magnolias and long-leaved pines, festooned with grey-green mosses. These buildings are plain and of moderate size. Some of them are outworn and are soon to be replaced; but several of them are new and, following the Spanish style of architecture, have a simple beauty of their own. They are all, within and without, together with the grounds about them, scrupulously clean and orderly, and in this respect in striking contrast with the usual Negro quarters as I have seen them here in Florida.

"I found at this school a student body of above 235 colored boys and girls in charge of a faculty of 14 teachers; all of whom, as the state law prescribes, are also Negroes. But those teachers represent the highest type of their race. They are men and women of refinement and intelligence, with trained minds, lofty ambitions, noble spirits, sweet voices and gentle manners. They are products of the foremost Negro schools in the land. In that little faculty group are graduates of Talladega, Atlanta, Morehouse, Cheney, New Haven Normal, Howard University, Ancrum School of Music, Tougaloo and Ohio State University.

"The pupils, on the other hand, are half-grown boys and girls, who hitherto seem to have known no other privileges than those afforded by the ordinary colored quarters of the Florida towns. Thirty-five of those students, seventeen boys and eighteen girls, are boarders. The others are day pupils from the neighborhood. Some of them have a very long daily walk to and from school, while others are brought in every morning by automobiles of ancient vintage. This is the new Negro at his best if brought into helpful and uplifting contact with representatives of the neglected and untrained masses.

"What do they teach there?" "Precisely the same things that boys and girls are learning in the white schools. The textbooks and the system of grading and tests, which are the standard at all first-rate schools for white children, are also employed at the A.M.A. school. Nearly half of these Fessenden students are in the high school, 48 being junior and 47 senior high school pupils."

"But there are other subjects in the Fessenden curriculum that your own children learn at home—the use of the toothbrush, for instance, the bath, the individual towel and various other important matters touching hygiene and diet. They make a lot of music at Fessenden; the colored people are natural musicians, of course. You never heard a finer chorus than that of those student voices. Then, too, they have courses in carpentry, cooking, dressmaking and millinery, commerce and religious education. They also learn to play. Football, baseball and basketball have an important part in the training of mind and body.



A TYPICAL ROOM IN GIRL'S DORMITORY

"You could not look into those intelligent and happy faces; you could not listen to the rich harmony of their voices without feeling that the school is doing a wonderful thing for the uplift of the soul.

"And what becomes of these young Negroes after they leave Fessenden Academy?" Precisely the question I myself asked of the Principal, and for which both he and his wife took great pains to give me an answer. One thing is clear, they do not return to the old life of the villages but, having advanced to a higher degree of intelligence and efficiency, they become uplifting influences among their people. The Principal named for me a number of graduates who are useful and prosperous citizens of Florida. Some are thrifty farmers, some engaged in business and some others are in the industries. The great majority, however, are engaged in the education of their people; several as supervisors and many as teachers in the public schools.

"If when visiting one of the dilapidated schoolhouses which Florida provides for the education of its colored youth, you find, as I have done, a surprisingly good school, an attractive teacher, responsive pupils, good order and intelligent instruction, the chances are that it is taught by a Fessenden girl.

"I was especially interested in the work of two graduates; one is Mrs. Idella Kelly, who is County Agent for Marion County in Home Demonstration. It is her business to go about among her people to show them how to make their dwellings beautiful and attractive. Mrs. Kelly has recently won a prize for her work at the State Fair of Florida.

"Another fine example of what Fessenden makes of its graduates is that of Mr. W. B. Young, Agricultural Agent, whose function is to introduce among the colored farmers, modern scientific methods of agriculture. He carried off the first prize at the same fair, having presented the best report of any agent in the state. Mr. Young believes in Fessenden. He has at present six children in the school, while another son, who graduated from there last year, is now at Howard University, Washington, D. C."

Many others in all walks of life might be mentioned who are making good in the world because of the high standards of living which have been presented to them at Fessenden; men and women are better teachers in rural schools, better home makers, better fathers and mothers, better farmers, better business men, reaching out for the best things of life for their children and their community, their state and so for the country at large.

Fessenden has a fine opportunity for the future, as a new day is opening for the Negro in the state, and the school will have a large share in fitting them for the responsibility of leadership. With its faculty of 16 instructors and an enrollment of 235 pupils, the budget for the coming year will be \$14,000—the county co-operating in the salaries of 4 teachers to the extent of \$1,000. Tuitions increase the amount by \$2,500.

WATCH FESSENDEN! Become better acquainted with its program and accomplishments. It is a worth-while investment.



ENTRANCE



## Suggested Instruments

### Books

Book of Psalms	100
Book of Isaiah	100
Book of Jeremiah	100
Book of Lamentations	100
Book of Ezekiel	100
Book of Daniel	100
Book of Hosea	100
Book of Joel	100
Book of Amos	100
Book of Obadiah	100
Book of Jonah	100
Book of Micah	100
Book of Nahum	100
Book of Habakkuk	100
Book of Zephaniah	100
Book of Haggai	100
Book of Zechariah	100
Book of Malachi	100

### Leaves

Leaf of Psalms	100
Leaf of Isaiah	100
Leaf of Jeremiah	100
Leaf of Lamentations	100
Leaf of Ezekiel	100
Leaf of Daniel	100
Leaf of Hosea	100
Leaf of Joel	100
Leaf of Amos	100
Leaf of Obadiah	100
Leaf of Jonah	100
Leaf of Micah	100
Leaf of Nahum	100
Leaf of Habakkuk	100
Leaf of Zephaniah	100
Leaf of Haggai	100
Leaf of Zechariah	100
Leaf of Malachi	100

### Prayer Materials

Prayer Book	100
Prayer Card	100
Prayer Sheet	100
Prayer Book	100

The American Music Company

100 North 4th Street

New York, N. Y.



GEORGIA

10000



The  
Atlanta University  
**Bulletin**

PUBLISHED BY ATLANTA UNIVERSITY, ATLANTA, GA.

SERIES III

MAY, 1930

No. 2

ANNOUNCEMENTS

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1930-1931

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# Atlanta University Bulletin



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FOR

1930-1931



Atlanta University  
Atlanta, Georgia

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## CALENDAR

## 1930-1931

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1930

Registration Days . . . . . Monday, Tuesday, September 22, 23  
Full class work begins . . . . . Wednesday, September 24  
Vacation Days . . . . . November 27, December 21-28

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## 1931

First Term closes . . . . . Saturday, January 24  
Registration for Second Semester . . . . . Monday, January 26  
Second Term begins . . . . . Tuesday, January 27  
Baccalaureate Sermon . . . . . Sunday, May 31  
Annual Meeting and Reception of Alumni . . . . . Tuesday, June 2  
Commencement Day . . . . . Wednesday, June 3  
Vacation Days . . . . . January 1, February 12

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MRS. HATTIE RUTHERFORD WATSON, A.B. . . . .	Pine Bluff, Ark.
KENDALL WEISIGER, B.S. . . . .	Atlanta, Ga.

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## OFFICERS

DEAN SAGE . . . . .	President
FLORENCE M. REAO, Secretary and Assistant Treasurer	
JOHN HOPE . . . . .	Treasurer

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## Executive Committee

DEAN SAGE
WILL W. ALEXANDER
JOHN HOPE
WILLIAM TRAVERS JEROME, JR.
JAMES WELDON JOHNSON
FLORENCE M. REAO
KENDALL WEISIGER



# ANNOUNCEMENTS

7

LORIMER DOUGLAS MILTON

*Economics*

A. B., Brown University, 1920; A. M., *ibid.*, 1920.

SAMUEL MILTON NABRIT

*Biology*

B.S., Morehouse College, 1925; M.S., Brown University, 1928; Graduate Student, University of Chicago, Summer quarters, 1925 and 1926; Student, Marine Biological Laboratory, Woods Hole, Mass., Summer, 1927; Investigator, *ibid.*, Summers, 1928, 1929.

M. MAE NEPTUNE

*English*

A. B., Ohio Wesleyan University, 1902; A. M., 1911; Columbia University, Summer Sessions, 1916, 1921, 1922, 1925; Graduate Student, University of California, Summer Session, 1928.

GEORGE RAFFALOVICH

*French*

Bachelor es Lettres, Université de Nancy, France, 1898; Student, Université de Lille, France, 1899; Student, Harvard University, 1917-1918; Graduate Student, Dartmouth College, 1919-1921; Universities in Italy, 1921-1926; Student, Université de Paris, 1925-1926; Graduate Student, Emory University, 1929-1930.

MARIAN S. SCANDRETT

*Librarian*

B. A., Swarthmore College, 1922; B. L. S., Columbia University, 1928.

NATHANIEL TILLMAN

*English*

A. B., Morehouse College, 1920; M. A., University of Wisconsin, 1927; Graduate Student, *ibid.*, Summer, 1929.

LOUISE BAIRD WALLACE

*Zoology*

B. A., Mount Holyoke College, 1898; Sc.D., 1919; M. A., University of Pennsylvania, 1904; Ph.D., 1908; Fellow at Naples Zoological Station, Naples, Italy; Student, French Institute, Tours, France.

AMBER ARTHUR WARBURTON

*Economics*

A. B., University of Washington, 1920; M.A., Columbia University, 1927; Student, University of Washington, Summer Session, 1921; Graduate Student, London School of Economics, 1925; Columbia University, 1926-1929.

JOHN PHILLIP WHITTAKER

*Education*

A.B., Atlanta University, 1915; B.S., University of Chicago, 1922; A.M., Columbia University, 1928.

## HISTORICAL SKETCH

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1865	Beginning of work: Jenkins Street Church, and Car-Box.
1866	Storrs School, and Asylum.
1867	Incorporation of "The Trustees of the Atlanta University."
1869	Formal Opening: Asylum in April, North Hall in October.
1869-1885	Presidency of Edmund Asa Ware.
1888-1907	Presidency of Horace Bumstead.
1907-1922	Presidency of Edward Twichell Ware.
1923-1929	Presidency of Myron W. Adams.
1929—	Presidency of John Hope.

Atlanta University is one of the outgrowths of that earnest educational crusade which brought so many devoted teachers to the South in the sixties and seventies. While its formal work under its present name did not begin until 1869, it was chartered two years before that date, and its real work began as early as November of 1865. Its first normal class was graduated in 1873, and its first college class in 1876. The purpose of the founders of the Atlanta University, as declared in its charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence in its present location and under its present name, only one student was of higher rank than first year in high school. As the work grew and general conditions became more favorable, the average academic standing of the student body became more advanced, and in 1894 all work below the high school was discontinued. In 1925 the high school work also began to be discontinued, and the school year 1928-1929 opened with no students below freshman and junior normal classification. On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the new plan and several undergraduate-graduate courses were offered which might receive credit toward the Master's degree. In 1930-1931 the undergraduate courses will be discontinued and all the energies of the institution will be devoted to the development of graduate work.



## THE UNIVERSITY PLAN

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College, and Spelman College for the affiliation of these three institutions in a university plan, the graduate and professional work to be carried on by Atlanta University, the college and pre-professional work to be done by Morehouse College and Spelman College. The Board of Trustees of Atlanta University was reorganized to include representatives nominated by the Boards of Trustees of Morehouse College and Spelman College, and additional members to be elected at large.

Each institution is independently organized under its own Board of Trustees and has its own administration, but through the affiliation overlapping of work is eliminated and the resources and facilities of all three institutions are available for every student.

During 1929-1930 there have been exchanges of teachers and students among the three affiliated institutions. The libraries of Atlanta University, Morehouse College, and Spelman College have been open to students of the three institutions. There has been coöperation in the purchasing of books and periodicals, and inter-library loans have been arranged.

Atlanta University is to be developed as the center for graduate and professional courses in the University scheme. The University does not aim at present to offer a large number of courses, but it aims to do work of exceptional quality in a few fields and to add to them only as resources in personnel and money are available.

As a transition from undergraduate work to graduate work, the University, in coöperation with Morehouse College and Spelman College, offered in 1929-1930 fifteen undergraduate-graduate courses. These were conducted by members of the faculties of Morehouse College, Spelman College, and Atlanta University and were open to specially qualified juniors and seniors and to graduate students. Undergraduate-graduate courses will be continued in 1930-1931. In addition, the University plans to offer graduate courses in Economics and Business Administration, Education,

English, and History. Under the direction of the Department of Education, there will be a Laboratory School, including kindergarten, elementary school, and high school.

In these days of strong business organization and effective team work, the affiliation suggests unlimited possibilities—three institutions, having a total initial plant of eighty-seven acres of land and twenty-eight buildings, located in the strategic center of the Southeastern states, and having a foundation of more than fifty years of efficient work. With each group keeping an individuality, yet combining forces, with overlapping eliminated and all facilities utilized, and with the backing of loyal groups of alumni in nearly every state, a great University for Negroes in the far South is assured.



## ADMISSION

Admission to the graduate school of the University is granted to graduates of colleges of approved standing, who present satisfactory evidence of character and qualifications. They must have done sufficient work in the field in which they wish their degree to meet the requirements of the department concerned. When preliminary work is necessary, it shall not count toward the degree.

Before appearing for registration, every applicant for admission should submit an official transcript of his undergraduate work, and if he has been a graduate student, a transcript of graduate work.

Admission and registration do not of themselves admit to candidacy for a degree. Such candidacy can be approved only after a consideration of individual merit and after the student has demonstrated that he has ability to do major work of graduate character.

The University does not at present stand ready to provide graduate work in all fields, nor does the University wish to enroll more than selected students of ability and high promise.

Persons without a college degree, but who have pursued studies prerequisite to graduate courses may be admitted as students not candidates for a degree, on the recommendation of the departments concerned.

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TRANSCRIPT OF RECORD

Application for admission as a graduate student may be submitted at any time, but should be submitted where possible at least a month before the opening of the academic year. All such applications should be accompanied by official transcripts of the college, and if graduate work has been done, the professional or graduate school records should be submitted.

## REGISTRATION

Graduate students, whether candidates for a degree or not, are required to register at the office of the Registrar of the University on the days for registration indicated in the calendar. A fee of \$5.00 is charged for late registration. Registration is not complete and students will not be admitted to classes until fees have been paid.

## REQUIREMENTS FOR DEGREES

It is the intention of Atlanta University that the Master's degree shall represent graduate work equivalent in quality and quantity to the Master's degree in colleges and universities of highest standing. This predicates that a student shall meet the equivalent of a Bachelor's degree of high standing before being admitted to candidacy for the Master's degree.

For a graduate of an approved college who is well prepared for advanced study in his chosen field, the minimum requirement is a year's work in residence and study devoted to advanced work and completed with distinction, the writing of a thesis, and a final examination.

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of highest standing, or of colleges whose standing is not well known to the administrative officers, and graduates of any college who have not sufficient preparation for advanced work in their particular subject of study will probably find it necessary to devote two years to their study for the Master's degree.

Reduced to hours, the work for the degree shall consist of not less than 24 hours, at least 12 of which shall be in the major subject and of strictly graduate character.

No course will be accepted in fulfillment of the requirements for the Master's degree unless such course has been passed with a grade of A or B.

Application for admission to candidacy for a degree must be on file at least two months before the time for conferring the degree.



**THESIS AND FINAL EXAMINATION**

Each candidate is required to prepare a thesis upon a subject pertaining to his course of study. Two copies of the thesis, either typewritten or printed, must be submitted on or before the first day of May of the year in which the candidate wishes to receive the degree.

Each candidate is required to pass a final examination covering the work in graduate courses as well as the thesis. The examination may be oral, or written, or both.

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**THE DEGREE OF DOCTOR OF PHILOSOPHY**

Only in exceptional instances, when all the factors are favorable, i. e., in the case of a qualified professor and an exceptionally able student in a given department, will the University offer work leading to the Degree of Doctor of Philosophy during the first five years of the graduate school.

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**MAINTENANCE OF STANDARDS**

The University reserves the right to require at any time the withdrawal of students who do not maintain the required standards of the University in scholarship, who cannot remain in the University without danger to their own health or to the health of others, or whose presence is found to lower the moral tone of the University.

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**SCHOLARSHIPS**

There are available for graduate students a limited number of scholarships. Applications should be made in advance of registration and reasonable information supplied as to the need for scholarship aid.

Application for scholarships and loan funds should be made on blanks provided by the University and should be sent to the President.

## TUITION AND FEES

<i>Matriculation Fee</i> —Payable at first registration only and not refundable . . . . .	\$ 5.00
<i>Tuition for the year</i> —One-half payable at the time of registration each semester . . . . .	\$100.00
<i>Fees for single courses</i> —Three credit hours a week for one semester . . . . .	\$ 12.00
<i>Late registration Fee</i> . . . . .	\$ 5.00
<i>Laboratory Fees</i> —(As required by specific courses).	
<i>Graduation Fee</i> . . . . .	\$ 10.00
<i>Health Service Fee</i> . . . . .	\$ 5.00

Tuition and fees are payable at the office of the Treasurer of Atlanta University.

## LIBRARIES

The Atlanta University Library is housed in the Carnegie Library building, which was the gift of Mr. Andrew Carnegie in 1905. During the year 1929-1930 considerable additions to the library facilities were made by purchases of books and periodicals including a number of important new reference books. In addition to the Atlanta University Library, the library facilities and resources of Morehouse College and Spelman College will be open to University students.

Plans are under way for the erection of a new library building which will serve the students of the University and affiliated colleges.

## LABORATORIES

Science Laboratories of Morehouse College and Spelman College will be available for use of University students registering for graduate courses in the sciences. Constant additions are being made to the scientific equipment of both colleges.



**LABORATORY SCHOOL**

A Laboratory or Demonstration School, beginning with kindergarten and going through four years of high school, will open in September, 1930, as part of the Atlanta University program.

The school will be conducted in connection with the University's Department of Education and will be for the purpose of giving to students in that department practical observation and training in teaching methods. The purpose of the Laboratory School is not primarily to give students in the Department of Education practice in teaching, but to provide them with an opportunity to observe good teaching and its results.

The kindergarten and elementary grades will be taught in the Oglethorpe School on the University campus, and the high school grades in Giles Hall on the Spelman campus. Both buildings will be remodeled to meet the requirements of the new school.

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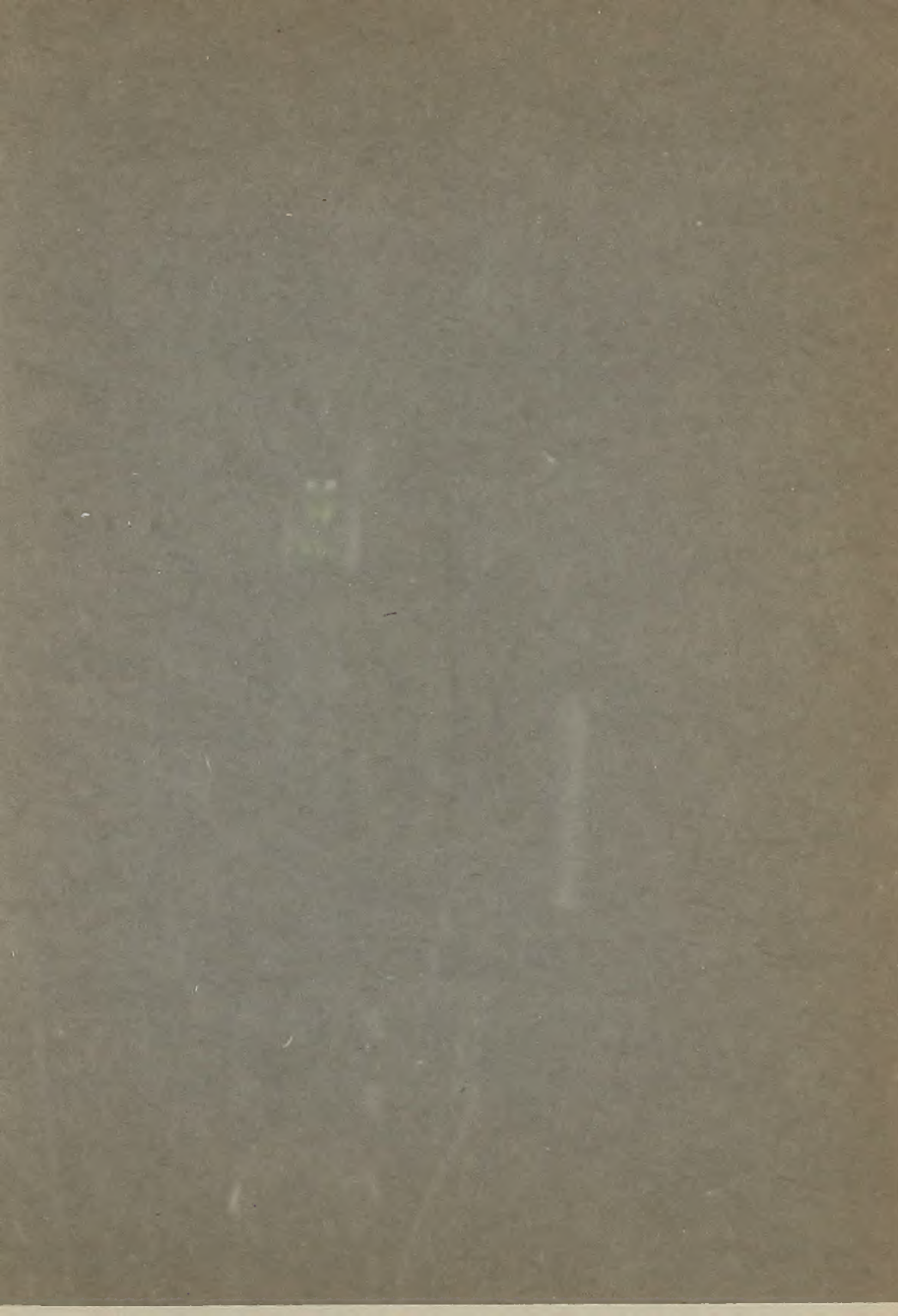
**ANNOUNCEMENT OF COURSES**

A more complete announcement of courses to be offered by Atlanta University in 1930-1931 will be published during the summer.

Students who wish additional information about the work of the University should write to the President, Atlanta University, Atlanta, Ga











# Ballard Normal School

MACON, GEORGIA.



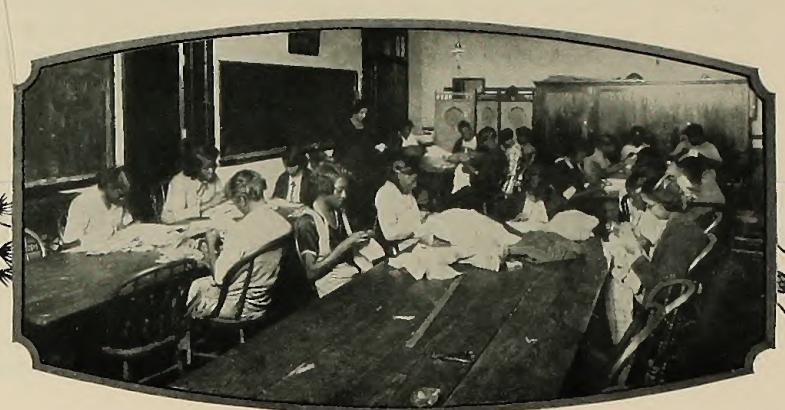




SCHOOL LIBRARY



VOLLEY BALL ON THE CAMPUS



CLASS IN DOMESTIC ART



**B**EAUTIFULLY located on the edge of the Piedmont section of Georgia and surrounded by very prosperous country, is the city of Macon, with a population of 60,000 people, the third city in size in the state.

In the fall of 1865 the first teacher for the colored children of the city was sent from the North by the Freedmen's Bureau. For lack of a school building, sessions were held in Negro churches, barns and rented houses. In 1867 the work was taken over by The American Missionary Association and called the Lewis High School, in honor of General J. E. Lewis of the Freedmen's Bureau.

Ten years later this building was destroyed by fire, together with the Congregational Church and parsonage, and again the school was without adequate housing facilities. Work went forward, however; many graduates were qualified to teach in the smaller schools of the state and others carried on their higher education in Atlanta University.

In 1888 a friend from Brooklyn, Mr. Stephen Ballard, interested in Negro education, visited the city and was impressed with the opportunity for service and the need for better housing. His proposition to the Executive Committee of that year that he should build a school house "which should be worthy and sufficient for educational needs" was gratefully accepted, with an additional girls' dormitory, Andover Hall, the gift of his sister, who resided in Andover, Massachusetts.

The new brick building contained eight rooms and was thoroughly equipped by the donor, not only with modern furniture, but with maps, steel engravings and even a new Steinway piano. With the consent of General Lewis, the school was re-named Ballard Normal School by the Executive Committee of The American Missionary Association.

Leading white citizens of Macon accepted invitations to the dedication services. Both white and colored pastors and city and county superintendents of education showed much interest in the development of Ballard Normal School. For nearly thirty years, work was carried on in this location, but with the growth of the city the downtown district became less desirable, and in 1917 the school moved to its present site on the edge of the town. A five-acre tract was purchased by the A.M.A. and here the beautiful and spacious brick school building and Teachers' Home nestle among the pines in an unusually attractive location.

Although there are 350 accredited white high schools in the state of Georgia there are only 25 accredited colored high schools, of which Ballard



ADMINISTRATION BUILDING

is one, the only one in its county. The school stands for high scholarship, careful, honest and efficient work, not only in the grades and high school but in the industrial departments as well.

Parent-Teachers meetings are held and the general intelligence of the colored community has been greatly enlarged. The religious side of life is stressed by example and

# Ballard Normal School

## MACON, GEORGIA.

precept. Beside regular morning devotions, each pupil in the eighth grade is required to take a two-hour course of study in the New Testament and those in the tenth grade one hour in Bible History. Teachers engage actively in Christian work, and during the Lenten season religious exercises are held extending over a period of two months. These are largely instrumental in quickening the spiritual life of the student body.

The first six grades are operated as a Practice School for those high school students who take the Normal Course. The Model School aims not only to demonstrate the best methods of teaching, but also to create an attractive environment and develop in both teachers and children a love for the beautiful. A number of the Jessie Wilcox Smith nursery pictures are owned and loved; but they need to be framed. When Ballard was built, not enough practice rooms were planned for the Normal Department, so rooms must be used with seats entirely unsuited to the use of real little folk. Kindergarten chairs would be a welcome gift and provide comfortable seating. A cabinet with glass doors to preserve exhibits of clay modeling for display at the State Fair and State Teachers' Conventions, materials for a Model Doll House to be built in the manual training classes, furnished by the Normal girls, and so provide valuable lessons in interior decoration and hand work, as well as in the simple arts of housekeeping—these are all dreams waiting to come true at the hands of some fairy godmother.

Courses in Manual Training for boys and Domestic Arts and Domestic Science for girls are required of students below the ninth grade, the first year high school. In the high school grades advanced courses in these subjects are elective. A standard four years' college preparatory course is offered in the high school department and an increasing number of graduates annually enter college. All through the years, Ballard's chief task has been the thorough preparation of genuinely Christian teachers. This has been accomplished only through the co-operation and devotion of the men and women on the staff who have shown students what Christian living might mean. In this county over eighty per cent. of the teachers in the colored public schools are graduates of our A.M.A. school. The annual budget is \$17,000. of which tuitions meet \$7,000. \$2,000. is raised locally, while the A.M.A. invests \$8,000. The enrollment is 265; the teaching staff 14.

The knowledge and use of books has been encouraged ever since early days, and Ballard is justly proud of its Library, which at present occupies a large sunny room on the second floor of the school building. Here atmosphere and surroundings are conducive to study. More than 3,500 volumes are listed, half of which are well selected reference books, the rest fiction, which students are permitted to take home to read. About thirty standard periodicals contributed by teachers and friends in the North are at the disposal of students during study periods. New

books of standard fiction are always needed in order to whet the appetite and cultivate a taste for good reading in the student body.

A school orchestra and boys' and girls' glee clubs render splendid service, give programs in the city churches and have been invited to broadcast from a local station. As a race, Negroes excel in dramatic ability, and Ballard students are no exception to the rule. During the school year three dramatic events take place, two major plays and one operetta, and in spite of the difficulties of production with inadequate stage facilities, such as stage and lighting devices, the presentations are of a very worthwhile order and show what might be accomplished if only proper equipment were available.

A student council has been organized where matters of student interest are freely and frankly discussed, especially matters of discipline. Students are interested not only in the better equipment and growth of the school, but give generously of their slender substance to outside interests, local needs, the Angola Fund and the Lincoln Offering for the A.M.A.

A future of great promise opens before the school as educational programs widen under the ever-broadening vision of the State Board. Having secured recognition in city, county and state, as an institution of ideals and ideas, the only fully accredited high school in city and county for Negroes, Ballard will be expected to figure largely in the working out of a program of progress.

Two graduates of some years' standing are conspicuous examples of intelligent and well trained young people who have invested their lives in constructive Christian living. A certain young woman after graduating from Ballard entered one of the best northern colleges, from which she was graduated with honor. Many opportunities for personal advancement were open to her, but because of her love for her people she returned to the South, and as settlement worker in one of the largest southern cities is uplifting not only individuals but the whole community.

Again, the first honor student in his class of 1910 also completed his training in the North. He, too, rejected flattering offers and, returning to the South, entered the State College at Orangeburg as Professor of History. During the World War he served as Y.M.C.A. Secretary, and since the war he has organized Y.M.C.A. branches in many cities in addition to his teaching duties. He has recently published "A History of the Negro in South Carolina," which will prove a distinct contribution to Negro literature, and carry an incentive to his race.

The Ballard of to-day is carrying on the ideals of its founders of yesterday, helping young folk to help themselves in order that they in turn may help others to see the best things of life and work for their accomplishment.



TEACHERS' HOME







## A. M. A. Investments

### Negro—Colleges:

Talladega .....	Talladega, Ala.
Straight .....	New Orleans, La.
Tougaloo .....	Tougaloo, Miss.
Tillotson .....	Austin, Tex.

### Junior Colleges:

Brick .....	Bricks, N. C.
LeMoyné .....	Memphis, Tenn.

### Schools:

Trinity .....	Athens, Ala.
Burrell Normal .....	Florence, Ala.
Cotton Valley .....	Post Davis, Ala.
Lincoln Normal .....	Marion, Ala.
Fessenden Academy .....	Fessenden, Fla.
Ballard Normal .....	Macon, Ga.
Dorchester Academy .....	McIntosh, Ga.
Allen Normal .....	Thomasville, Ga.
Girls' Industrial .....	Moorhead, Miss.
Lincoln Academy .....	King's Mountain, N. C.
Palmer Memorial Institute .....	Sedalia, N. C.
Avery Institute .....	Charleston, S. C.
Gloucester Institute .....	Capahosic, Va.

### Indian:

Santee Normal Training .....	Santee, Neb.
Fort Berthold Mission .....	Elbowoods, N. D.

### Spanish Americans:

Blanche Kellogg Institute .....	Santurce, Porto Rico
Rio Grande Institute .....	Albuquerque, N. Mex.

### American Highlanders:

Pleasant Hill Academy .....	Pleasant Hill, Tenn.
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### Hospitals:

Ryder Memorial .....	Humacao, Porto Rico
Brewer .....	Greenwood, S. C.
Uplands Sanatorium (Affiliated) .....	Pleasant Hill, Tenn.
Goodnow (College Dispensary) .....	Talladega, Ala.
Sarah A. Dickey Memorial (College Dispensary) .....	Tougaloo, Miss.

### Church Missions:

Indian .....	35 Northwest
Negro .....	159 South
Oriental .....	3 Washington and Utah
Porto Rican .....	13 Porto Rican Conference

## The American Missionary Association

287 Fourth Avenue, New York, N. Y.





# WAY DOWN IN GEORGIA

## *Allen Normal School*

THOMASVILLE, GA.



ALLEN NORMAL SCHOOL, THOMASVILLE, GA.



## Our Baseball Team



Only Playground



*Work by Teachers*



# WAY DOWN IN GEORGIA

~ ~ ~ ~ ALLEN NORMAL SCHOOL, THOMASVILLE, GA. ~ ~ ~ ~

AND it is way down in Georgia, for it is only twelve miles from the border of Florida. It is a land filled with the sweet scent of pines and roses. It is a land of such balmy air that the surrounding country is full of the mansions of the northerners who come down for the winter. There are few more attractive spots in the South and it is in the very heart of the Black Belt, from a racial standpoint.

Here, in 1887, was established the Allen Normal School for Negro boys and girls. At first it was called "The Connecticut School," as it was fostered almost entirely by the Congregational Churches of that state. Now other states, especially Massachusetts and Wisconsin, have come to be equally interested. There are 322 pupils and they are instructed in twelve full grades by fourteen teachers. Instruction is given not only in the Three R's and then on, but also in the Domestic Arts and in Manual Training. Perhaps in no school of the Association has Manual Training reached a finer art than here, with especial reference to those departments where real artistic ability is given full play. Some of the furniture and weaving made here are highly sought after by the northern people.

The more practical arts of the home are given a large place for the girls. They are carefully trained in every part of the art of Home Making and Home Keeping with the result that the difference between the homes of the pupils and others is quite marked. The girls are expected to know about food values, how to prepare meals, set an attractive table, how to furnish a house, color schemes that do not make faces at each

other, renovating furniture and how to keep a budget of expense. And here, too, the life of the community is not forgotten in the matter of sanitation. It is probable that in no department of life among the colored people is there greater need than in the fundamentals of health. So long as preventable sickness is so prevalent, there can be little hope that the Negro race will make rapid improvement in either their industrial or moral life.

The graduates of the school can be found taking their place in the home life of the community and better houses are rising everywhere. There are many of them teaching for they have been in great demand in the public school system which is rapidly improving.

That the need is great in Georgia is shown by the statistics gathered by Prof. Reuter in a recent book entitled, "The American Race Problem." Georgia stands almost at the bottom of the list—South Carolina alone surpassing it in the neglect of the Negro children. Georgia assigns 86% of its school funds to 58% of its population, while the Negro, who constitutes 42% of the population, gets only 14% of the school funds. Georgia spends \$25.84 on each white pupil

and \$5.78 on each Negro pupil. Georgia has invested in public school property \$48.02 for each white child and \$7.00 for each Negro child. Georgia has spent on teachers' salaries per capita for each white child \$9.58 and for each Negro child \$1.76. The total budget of the School is \$13,650 of which The American Missionary Association furnishes \$9,350. Here, as everywhere, self-help is emphasized.

## [ THEY SAY ]

The Cashier of the Bank in Thomasville said, "We appreciate the work you are doing for the colored people. It is a great help to us, for we much prefer to do business with an educated colored man than an ignorant one."

A mother of one of the pupils said, "You do not know how much you are educating us mothers by training our girls. When our girls come home with new ideas we like to try to put them in practice."

Another mother, "When my girl comes home, I walk out of the kitchen. She has learned how to cook better than I have."

The County Superintendent of Schools said, "We are always glad to give positions to graduates of your school. They are the best teachers we have."

A Southern woman said, "I believe heartily in the work you are doing for the colored people in your school. It is one of the least known but one of the most important lines of work carried on in the city."







# *"DAWN IN DORCHESTER"*



THE OLD MIDWAY CHURCH



*Negro Cabin*



*Pounding Rice*



*Over 100 Years Old Deacon and Wife*



*Playtime*



*Negro Public School*



# “DAWN IN DORCHESTER”



DECADE after the coming of the Pilgrim Fathers to Plymouth a band of immigrants left Dorchester, England, and made their way to the new world. They landed near Boston on Savin Hill looking out over the Bay to the heights of South Boston (now called) where Washington a century and a half later planted his guns and swept from old Boston the English forces. They called this region after their home town, and to this day it is Dorchester—Boston. But it is a wind swept shore. How the blasts roll in across the Bay with nothing to stop them this side of Ireland! Some of them shivered themselves into the resolve to seek a milder climate and they went south as far as Georgia, where they settled and again called it Dorchester. At Midway they founded a Congregational Church, which was a real beacon light for over a century. That it was an unusual influence in the colony is shown from the fact that that church furnished four Governors, two signers of the Declaration of Independence, 83 ministers, five College Presidents, etc. Here too the father of Oliver Wendell Holmes served as pastor and among her children she proudly boasts of the mother of Theodore Roosevelt.

At the end of the Civil War the white population seemed to vanish as in a night. Over that highway swept the armies of General Sherman. There is still living an old Negro who said “When Massa Sherman’s army came near, our own Massas ordered us down on our knees to pray for the destruction of the Yankees and in fear we prayed. Then we went off into the swamp and prayed for the Yankees and God heard our prayers.” Still the old church stands in its wonderful New England architecture lately renewed and painted. One sits in the old-fashioned pews and above is a wide gallery where the slaves gathered. Beside it lies one of the most charming of old cemeteries where rest the ashes of Generals and Revolutionary heroes with none but the children of the slaves to guard them, while over them rise lofty old live oaks festooned with graceful green-gray mosses.

But the slaves stayed and there on the ruins of the old plantations reared their little one room log huts and there raised their own rice which to this day they pound out into flour in an old wooden mortar. But left to themselves they slipped back into near barbarism and even their language was hardly intelligible to

an average northerner. And now at last came The American Missionary Association and founded Dorchester Academy—the only school giving a high school chance to a population of 70,000 colored people. Today you can see a dozen buildings comfortably equipped though far from what they should be, and the Principal, the daughter of one of the most honored of colored ministers, Miss Elizabeth Moore.

And the pupils come—about 300 of them every year. You should see them come. It is no easy matter to take the long walk, for most of them live at a distance—the average distance for the whole school coming and going is 6 and three-fourths miles a day and two girls walked twenty miles every day. One girl walked seventeen miles a day and never missed a day, making up three years in two; they all walk swinging their dinner pails in their hands, some leaving home before light and not returning until after dark.

No effort seems too great to secure this education. One old mother, once a slave of seven when freedom was declared, boasted that she had “raised fourteen head” and sent every one through Dorchester and then had five grandchildren in the school. She said, “Ah can’t read mahself, but no chile of mine gwine be raised without book sense.” It is the only light that shines in that dark region. Here also they try to minister to the total life of the community with manual training, agriculture, domestic science, sewing, cooking and lessons in sanitation. How sorely it is all needed will appear to any one who sees the backward methods of farming and looks into the cabin homes. There is no place in the South where such a work is more needed and where benevolence can be more safely invested.

It is safe to say that the Region about Dorchester is more needy than most of Georgia, and when we say that it means a very great deal. Georgia stands almost at the bottom of the list. Georgia assigns 86% of its school funds to 58% of its population, while the Negroes, who constitute 42% of the people, receive only 14% of the funds. Georgia spends \$25.84 on each white pupil and \$5.78 on each colored pupil. Georgia invests in public school property \$48.02 for each white pupil and \$7.00 for each colored. Georgia spends on teachers’ salaries for each white child \$9.58 and for each colored child \$1.76.







EXCERPTS

Bulletin No. 165

1928-1929

State Department of Education

Baton Rouge, Louisiana

(Issued by T. H. Harris,  
State Supt. of Public Education.)

1900

1901

1902

1903

1904

1905



## NEGRO EDUCATION

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A. C. LEWIS,  
State Agent

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### SPECIAL ACTIVITIES PROMOTED BY SPECIAL FUNDS

#### Julius Rosenwald Fund

This fund was established several years ago by Mr. Julius Rosenwald of Chicago. The Fund is administered by a board of trustees in cooperation with the State Departments of Education throughout the South. The Fund is operated on a budget basis and it is interested in constructing modern schoolhouses for rural sections, providing high-school buildings, building trade schools for negro boys in large centers of population, rural school libraries, libraries for A. & M. colleges, supervision of libraries, extension of short-term schools, furnishing radios for rural schools, school transportation, and other special projects. To secure Rosenwald aid in any of the above projects certain conditions and standards must be met. The Fund provides approximately one-third of the cost of each project. The relationship maintained by the trustees of the Fund and the State has been both pleasant and satisfactory. The board of trustees assumes no dictatorial attitude with reference to State policies for administration of the Fund in the State of Louisiana.

There were 372 school buildings, 27 teachers' homes, and 4 shops completed at the close of last session. These buildings had a teacher capacity of 1,056 and a pupil capacity of 47,520. The total cost was \$1,552,703.00. Of this amount the negroes provided out of private funds \$413,491.00, the white people gave from private funds \$60,599.00, public funds provided \$766,963.00, and the Rosenwald Fund contributed \$311,650.00. Table XIX gives data on Rosenwald building construction during last session.

#### Slater Fund

The Slater Board was established by John F. Slater. Since 1913 one of the major projects of this fund has been the advancement of secondary schools and teacher training for negroes. Since 1916 Louisiana has drawn from this source freely for aid to stimulate and encourage the establishment and operation of parish training schools and high schools for negroes. This fund has been available in substantial amounts to supplement salaries of teachers and assist in furnishing teaching equipment. This aid has materially accelerated the training school development program and has stimulated general interest in the cause of education for negroes. This fund is administered through the State Department of Education. The attitude of this board and its trustees has always been most cordial and sympathetic.

Louisiana now has 9 State-approved high schools, 28 State-approved parish training schools, and 12 State-approved private training schools. These schools have been classified and rated by the State Department of Education. The welfare and development of training schools have claimed attention of local school officials and a large portion of the time of the Division of Negro Education.

#### Jeanes Fund

This fund was established in 1908 by Anna T. Jeanes of Philadelphia. The board which administers the fund through the various State Departments of Education has been interested in rural school development and improving the general educational and living conditions among rural colored people. As a means of accomplishing this end, specially trained and carefully selected teachers have been provided jointly by 19 parish school boards and the Jeanes Board. The activities of these special teachers vary greatly to meet special conditions and needs in the various parishes. Some of the most important activities engaged in by these special teachers are classroom instruction, instruction and general direction in industrial subjects, developing build-



ing projects, raising funds for school buildings, school equipment, extending school terms, conducting public health campaigns, organizing and directing adult classes for special instruction, improving rural living conditions, stimulating general interest in public education and school attendance.

Uniformity in the achievement under present plans has not yet been brought about. On account of the lack of supervision there is opportunity either for a good program of well executed work or the reverse. The burden of responsibility rests on the individual Jeanes teacher. Judging from the results in the various parishes, as shown by Table XXIV, at least a majority of these teachers in Louisiana are making an effort to do all that they are supposed to do for the people they are serving. It would be difficult to estimate the value the Jeanes Fund has been to Louisiana as a stimulus for employing these educational pioneers.

#### General Education Board

This board was organized by John D. Rockefeller for the purpose of promoting education generally. Its gift has touched education in Louisiana at many vital points. In the negro schools aid has been received for buildings, for special teachers' salaries, for supplementing salaries of training school teachers, for purchasing teaching equipment, for operating summer schools, for supervision, for scholarships to promising teachers holding strategic positions, and for expenses of conferences. The influence of aid from this source has been extensive and permanent. When financial troubles developed and progress seemed to be blocked, the General Education Board came to the rescue many times and saved the situation. Some of the aid given from this source last year came through the Slater Fund. In a building program aggregating \$183,666.00 at Southern University, the General Education Board has provided \$75,729.86. This generous appropriation is enabling the State to move ahead at a reasonable rate in providing buildings and facilities at Southern University.





## Smith-Hughes Fund

There are 51 vocational agricultural departments in which there were enrolled last year 1,062 students in all-day classes, 241 in day-unit classes, 694 in evening classes, and 56 in part-time classes, making a total enrollment in agricultural classes of 2,095. These schools are growing in number and improving in quality at satisfactory rate. For the last three years Southern University has offered summer school courses in which practically all of the instructors in agriculture have received special training. The purposes of these schools are: First, to give such instruction in agriculture and kindred subjects as will inspire and equip country boys to remain in the country and make intelligent and contented farmers; second, to offer opportunities to maturer farmers to take specially selected unit courses in agriculture which will lead them into the use of approved methods and farm practices; third, to offer opportunities to boys of school age, who by force of necessity have left school, to receive agricultural instruction in part-time classes.

There were twenty-two vocational home-economics departments in which 1,045 girls were instructed. Practical courses organized on the job basis are offered to these girls in such subjects as repair of clothing, making and caring for simple articles in the home, making plain garments, renovation of clothing, the care and making of children's clothes, health and personal appearance, laundering, ironing, and cleaning clothes, cooking and serving meals, canning and preserving of fruits and vegetables, house-keeping, and the care and feeding of children.





EXCERPT

"State Courses of Study for Negro Schools of Louisiana"

State Department of Education

September 11, 1926





## State Course of Study for Negro Schools

### Introduction

The law requires that public schools be provided for the Negro children of the State and that these schools be separate and independent of the white public school system. Since the organization of the public school system in Louisiana, separate schools have been provided for the two races. Courses of study have been prepared for the elementary schools and high schools, but the authors of these courses had in mind and tried to provide for the needs of the white elementary schools and white high schools. It may be urged by some that the same course of study prepared for elementary and high schools should meet the needs of both races. This cannot be true, however, until approximately the same conditions prevail in the Negro schools that prevail in the white schools. In the past and at the present time in Louisiana, the conditions under which the two groups of children receive training in the public schools are unequal.

First, the terms of the Negro schools in most of the parishes are short.

Second, the buildings are usually inadequate for the enrollment and the classrooms are crowded beyond their capacities.

Third, schoolroom equipment and teaching facilities are often inadequate.

Fourth, the State has not provided for a State school which is devoted to the business of training teachers. Therefore, the teachers are not trained as well as white teachers

Introduction

The first purpose of this study is to determine the nature and extent of the problem of illiteracy in the United States. The second purpose is to determine the causes of illiteracy and to suggest effective methods of remedying it. The third purpose is to determine the extent to which illiteracy is a national problem and to suggest effective methods of remedying it. The fourth purpose is to determine the extent to which illiteracy is a social problem and to suggest effective methods of remedying it. The fifth purpose is to determine the extent to which illiteracy is an economic problem and to suggest effective methods of remedying it. The sixth purpose is to determine the extent to which illiteracy is a political problem and to suggest effective methods of remedying it. The seventh purpose is to determine the extent to which illiteracy is a cultural problem and to suggest effective methods of remedying it. The eighth purpose is to determine the extent to which illiteracy is a religious problem and to suggest effective methods of remedying it. The ninth purpose is to determine the extent to which illiteracy is a racial problem and to suggest effective methods of remedying it. The tenth purpose is to determine the extent to which illiteracy is a sex problem and to suggest effective methods of remedying it. The eleventh purpose is to determine the extent to which illiteracy is a class problem and to suggest effective methods of remedying it. The twelfth purpose is to determine the extent to which illiteracy is a regional problem and to suggest effective methods of remedying it. The thirteenth purpose is to determine the extent to which illiteracy is a local problem and to suggest effective methods of remedying it. The fourteenth purpose is to determine the extent to which illiteracy is a family problem and to suggest effective methods of remedying it. The fifteenth purpose is to determine the extent to which illiteracy is an individual problem and to suggest effective methods of remedying it. The sixteenth purpose is to determine the extent to which illiteracy is a community problem and to suggest effective methods of remedying it. The seventeenth purpose is to determine the extent to which illiteracy is a national problem and to suggest effective methods of remedying it. The eighteenth purpose is to determine the extent to which illiteracy is a world problem and to suggest effective methods of remedying it. The nineteenth purpose is to determine the extent to which illiteracy is a universal problem and to suggest effective methods of remedying it. The twentieth purpose is to determine the extent to which illiteracy is a global problem and to suggest effective methods of remedying it.



are trained.

For these reasons and perhaps for other reasons, it seems to those in the State Department of Education who are charged with directing the Negro schools, and to many of the parish superintendents who have given the subject serious thought, and to some of the leading Negro teachers of the State that a special course of study which would meet the demands of the Negro schools should be prepared by the State Board of Education.

In preparing this course of study and the outlines, the needs of all types of Negro schools have been carefully studied, and materials have been assembled from all available sources and put together in such way as to meet, in a fairly satisfactory way, all of the conditions prevailing in the State at the present time. It is hoped that the conditions will soon be improved to such an extent that the course prepared for short-term schools can be abandoned and the other course revised to meet higher standards. In this course it has not been the purpose of the writers to go very deep into the methods of teaching. It is simply a rearrangement of subject matter of the elementary course of study to meet the present conditions.

A copy of the elementary course of study or a copy of the high school course of study for white schools would be useful to the Negro teachers. In them are found appropriate introductions to the various subjects and many useful suggestions bearing on the proper methods of procedure.

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Since the State has not provided any facilities for teacher-training, it has seemed desirable to do some elementary teacher-training in the high schools. A teacher-training course is offered in the parish training schools and in other high schools which are prepared to give it. This teacher-training course has been carefully prepared and more details are offered than are given in the other courses. The outlines of industrial courses have been very carefully worked out and arranged and evaluated in such way as to make the subjects attractive to teachers and students.

These are the main points of the investigation.

The investigation is of the highest importance.

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Continued.



Straight College Bulletin

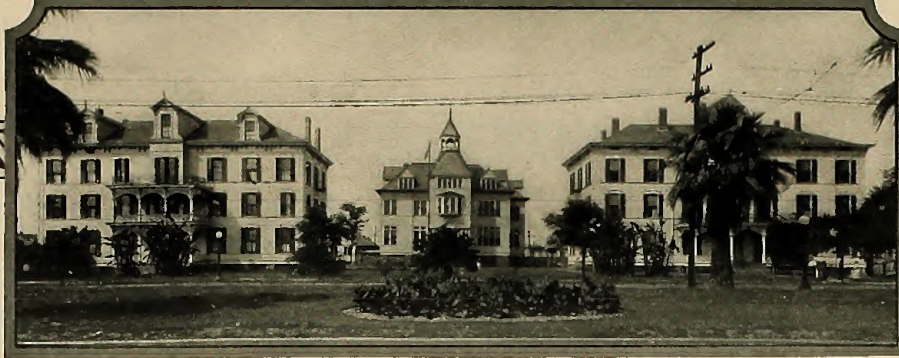
# STRAIGHT COLLEGE



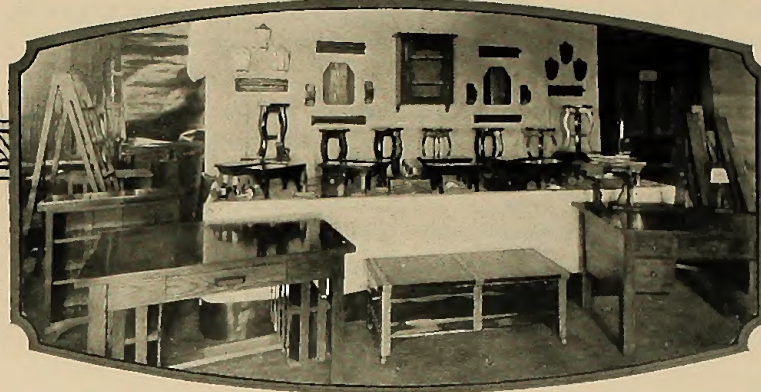
The College Building is located on the corner of  
Fourth and Main Streets, Young, Utah



DOMESTIC SCIENCE DEPARTMENT



STRAIGHT COLLEGE, NEW ORLEANS, LA.



MANUAL TRAINING



**T**HE CITY OF NEW ORLEANS is probably the most strategic place in the South. It is claimed to be the second port of entry for merchandise in the nation and is the largest city south of the Ohio River. It has a history as romantic and picturesque as are its narrow streets, where still can be seen the ancient French and Spanish houses with their wrought iron balconies. With its 120,000 Negroes, New Orleans furnishes one of the most vital centers for racial adjustments and evolution in the South.

Here, on Canal Street, one of the principal thoroughfares of the city, stands Straight College, and has stood bearing its witness for half a century, plus ten years. It is the only four-year City College supported by The American Missionary Association, and it is safe to say that no missionary endeavor faces such a wide, open door of opportunity for service in America. The city is making great strides in meeting the needs of its large and important population, but at present there is only one High School for Negroes in the public school system, and that has a capacity of only 600 pupils, furnishing but eleven grades of education—possibly not even that if judged by college requirements. The Negro public schools are, with one or two exceptions, miserably housed and equipped, while the race is tingling with new aspirations for education and preparation for a place in the national life.



STRAIGHT COLLEGE CHOIR

# STRAIGHT COLLEGE NEW ORLEANS, LA.

We are facing the third generation of our graduates, who are therefore possessed of advancing standards. They are demanding the higher education to fit them for life and leadership. For many years to come the only colleges available will be such as Straight. Having created this hunger with the elementary grades, we must now satisfy it with the higher.

If Straight College were to confine itself to the City of New Orleans alone, its field would be more than it could occupy, but the State of Louisiana was, according to the last census, the most illiterate state in the Union and, next to South Carolina, was doing the least for its Negro people, who comprise just one-half of its population. North Carolina is doubtless the most advanced of all southern states in the educational opportunities offered the Negro, and yet the State Superintendent of Negro education said: "There is no such thing as a real high school for Negroes in our State"—he was, of course, speaking in comparison with white high schools. What would a frank confession have to say about Louisiana? The latest statistics show that there were 358,000 white children with 283 high schools, while the 342,000 Negro children had only four high schools. (Such progress has been made during the last few years that these figures would doubtless have to be much increased, and yet by college standards for high schools it is doubtful if there would be many more than that number.)

It is this progress in Negro education that makes such a college as Straight imperative. Teachers must be educated well above the grades they are to teach. For this reason, Mr. A. C. Lewis, Superintendent of Negro Education in the state, said recently: "Without the work of Straight and two or three other independent schools, the school work of Louisiana would be practically impossible." The more high schools established by the state authorities, the larger the demand for college bred men and women to teach in them. That Straight College has met

this need in the past is evidenced by the fact that it has furnished New Orleans with 120 of its 314 public school teachers and ten of its principals of Negro high schools, and has sent throughout the state a goodly proportion of the rural school teachers. One of the most commendable contributions made by Straight to the life of its community is the splendid night and summer schools which are continued throughout the year, giving those who are already teaching an especial opportunity for further preparation.

Nor has Straight neglected the occupational life by which Negroes as well as others must support themselves. It has one of the very first manual training schools in the South, the money for the building being given by one of its own graduates. You will find a splendid business college included in the curricula, and if you go into the large and thriving Negro business district you will find hundreds of men and women who received their business training at this College.

In New Orleans 13 of the 31 Negro physicians came from Straight and 75 of the physicians in the state; lawyers, insurance men, mail clerks, business men in every walk of life, owe all they are to Straight College. The noble list of its graduates making their contribution to our common life does not end within the borders of Louisiana, but has sent James Cobb as Assistant District Attorney to Washington, D. C.; President



GRADUATES OF A FOUR-YEAR COLLEGE COURSE







# Straight College Bulletin

VOL. VI

MARCH, 1930

No. 4

PUBLISHED QUARTERLY BY STRAIGHT COLLEGE, 2420 CANAL STREET, NEW ORLEANS

ENTERED AS SECOND-CLASS MATTER, AUGUST 26, 1924, AT THE POST OFFICE AT NEW ORLEANS, LOUISIANA, UNDER THE ACT OF AUGUST 24, 1912

(Reprint from Crimson Courier)

## DILLARD UNIVERSITY

### Straight University and New Orleans University Are to be Merged Into the New Dillard University

Straight University Is Not to be Merged Into New Orleans University,  
Nor Is New Orleans University to be Merged Into Straight  
University, But Both Are to be Merged Into  
Dillard University

This movement began to take shape about two years ago and during the recent conferences in New Orleans the preliminary organization was practically completed. From February 14th through February 18th conferences were held between the representatives of the American Missionary Association—a Congregational Board—and representatives of the Board of Education of the Methodist Episcopal Church. Following these conferences, Reverend Fred L. Brownlee, Executive Secretary of the American Missionary Association, and Dr. M. J. Holmes, Secretary of the Board of Education of the Methodist Episcopal Church, prepared and gave out the following statement:

"For the past four days representatives of the Board of Education of the Methodist Episcopal Church of Chicago and of the American Missionary Association of New York have been in the city conferring on further steps in the erection of Dillard University. The charter of this university, which is named after James H. Dillard, formerly of Tulane University, was approved. According to the charter there will be seventeen trustees, six of whom were selected by the American Missionary Association and six by the Board of Education of the Methodist Episcopal Church. The remaining five will be chosen at large. Sixteen of the trustees have been selected. They are Mrs. Lucius R. Eastman and Messrs. George E. Haynes, Charles B. Austin, Fred L. Brownlee, and W. A. Daniel of New York; Thomas F. Holgate and M. J. Holmes of Chicago; L. N. Gatch of Cincinnati; Frank Jensen of Dallas, Texas; and Messrs. E. J. LaBranche, R. E. Jones, and Thaddeus Taylor of New Orleans. The following were selected as trustees at large: Alvin P. Howard, Warren Kearney, Monte M. Lemann and Edgar B. Stern, of New Orleans.

On Tuesday morning the trustees who have been selected met in the offices of Terriberry, Young, Rault

and Carrol. Mr. Edgar B. Stern was elected temporary chairman and Mr. Charles B. Austin temporary secretary. At the same time, the proposed campaign, authorized by the Community Chest, to raise \$250,000 for the hospital unit of the new university was inaugurated, and Messrs. Edgar B. Stern, M. J. Holmes and F. L. Brownlee were chosen to represent the Board of Trustees on the campaign committee.

It is proposed to make Dillard University, which will be operated on an entirely undenominational and non-sectarian basis, one of the finest and best equipped educational institutions and health centers for the Negroes of America. A minimum of \$2,000,000 will be spent for site, buildings and equipment, including a hospital and health center. Toward this sum the Board of Education of the Methodist Episcopal Church and the American Missionary Association have together pledged \$1,000,000. The General Education Board of New York and the Julius Rosenwald Fund of Chicago will together make possible \$750,000. This is conditioned on \$250,000 being raised from other sources in order to complete the capital fund of \$2,000,000. The citizens of New Orleans will be asked to raise this \$250,000, in order that the building of the university, the hospital and health center may be assured.

The operation of the university will be entirely under the direction of the seventeen trustees who are happy to announce that The Board of Education of the Methodist Episcopal Church and the American Missionary Association together have pledged annually \$70,000 toward maintenance."

Straight College will continue for at least two years after this. The standards of the school will be maintained, the equipment will be improved and the buildings will be kept in good repair. The years 1930-1931 and 1931-1932 will be noteworthy years.

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## DILLARD UNIVERSITY

### A Statement by President James P. O'Brien

Difficulties that stood in the way seem to have been removed, and Straight and New Orleans Colleges seem about to be merged into Dillard University. This is not a merger of Straight into New Orleans or a merger of New Orleans into Straight, but a merging of both into a new university, a merger that is to retain the ideals and traditions of both schools in a new and stronger institution.

The University has been named for Dr. James H. Dillard, one-time trustee of Straight College and Professor in Tulane University. Dr. Dillard was born in Virginia and has added another name to the long line of distinguished citizens of that commonwealth. He has rendered distinct service to the cause of Negro education, so much so that when his name



was suggested for the new university it was regarded in some quarters as nothing less than an inspiration.

The proposal to establish Dillard University is looked upon with favor by the citizens of New Orleans. Mr. Danziger, recent president of the Association of Commerce, said as he presided over a joint conference looking to the establishment of the University, that he would regard the founding of such a university as the outstanding achievement of his presidency. We are told in other quarters that the citizens of New Orleans want the University. The organization of Dillard will be regarded as a milestone in the progress of Negro education in the Far South.

The University will be placed in a commanding position and housed in a fine group of buildings. A university, however, to command our respect and fire our enthusiasm must be something more than fine buildings well located. It must have trustees and officers and faculty of high character, fine spirit, and high ideals. There is already a strong board of trustees.

It is the aim of those who are organizing Dillard University to embody in that institution the high ideals that have found expression in the schools of the American Missionary Association and in the pioneer schools of the Congregational Churches, from Yale and Harvard, and Williams to Oberlin and Whitman, Straight and Rollins. It is our business to look forward with hope and to do all that in us lies to have the dreams of the promoters realized in the institution itself.

In the meantime Straight College must go on, on the one hand as

though no merger were contemplated, and on the other more efficiently if possible because the merger is coming. There must be no slumping, no letting up, no merging of a weakened institution. The school is here for the boys and girls and these years should be made, and will be made, as well worth while as any years in our history ever have been. Our standards will be maintained. Our teaching force will be strengthened. The present faculty will, as a rule, remain with the school. We expect to add a thousand books to our library and improve our scientific and other equipment. We expect to keep up the appearance of our buildings and will improve our dormitories. Straight, if it closes in 1932, will be two years better than it is in 1930.

There is in all this a challenge to our students to do the best work possible in the next two years. It may seem easy for the students of Straight and New Orleans to enter the new university. We assume that those who complete the Freshman class in the two schools will enter the Sophomore class in Dillard University, and that those who complete the Sophomore class will enter Dillard as Juniors. We also assume that when they face the requirements of Dillard it will by no means follow that they will complete their course and secure their degrees in three, or two years, as the case may be. Those who have done first-class work before they enter Dillard and who are well prepared for the work they may expect to find there will doubtless graduate on time. It will probably be comparatively easy to enter, but less easy to graduate.

*Straight has for many years been approved by the State Department of Education of Louisiana. The report of the Bureau of Education of the United States Government, to be found in the Survey of Negro Colleges and Universities, was most complimentary. Beginning with this survey and adding a survey of its own, the American Medical Association divided the Negro schools into three classes and rated them from the standpoint of their ability to prepare students for the medical*





*cottages. Straight was rated in the first class. Recently the Southern Association of High Schools and Colleges has undertaken to rate the Negro schools. Straight hopes to meet their requirements as a standard college.*

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## WHO THE TRUSTEES ARE

### For the A. M. A.

Mrs. Lucius R. Eastman, of Scarsdale, New York, a member of the Administrative Committee of The American Missionary Association, a trustee of Straight College, and long interested in Negro education.

Reverend Fred L. Brownlee, of New York City, Executive Secretary of The American Missionary Association.

Dr. George E. Haynes, of New York City, member of the Executive Committee of The American Missionary Association, Secretary of Commission on Church and Race Relations of Federal Council.

Mr. Charles B. Austin, of Mount Vernon, N. Y., a member of the Executive Committee of The American Missionary Association, and a retired business man and educator.

Dr. W. A. Daniel, of New York City, Associate Executive Secretary, Department of Missions, of The American Missionary Association.

Dr. E. J. LaBranche, of New Orleans, druggist and trustee of Straight College.

### For the B. E. of M. E. Church

Dr. Thomas F. Hoigate, of Chicago, Dean of Northwestern University.

Dr. M. J. Holmes, of Chicago, Secretary of the Board of Education of the Methodist Episcopal Church.

Mr. L. N. Gatch, of Cincinnati, a prominent lawyer, attorney for the Board of Education of the Methodist Episcopal Church.

Bishop R. E. Jones, Bishop for the New Orleans area of the Methodist Episcopal Church.

Mr. Frank Jensen, General Passenger Agent, Texas & Pacific Railroad, Dallas, Texas.

Dr. Thaddeus Taylor, of New Orleans, a well known physician.

### Chosen at large

Mr. Edgar B. Stern, of Lehman, Stern & Co., New Orleans, La., prominent business man.

Mr. Alvin P. Howard, vice-president of The Times-Picayune, and prominent business man.

Mr. Warren Kearney, a leader among the Episcopalians of the city and a close friend of Dr. Dillard.

Mr. Monte Lemann, a Harvard law graduate, teaching law at Tulane and on President Hoover's Board of Law Enforcement.





*For Miss F. L. ...*

STATE DEPARTMENT OF EDUCATION  
OF LOUISIANA

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MARCH, 1930

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Bulletin No. 172

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NEGRO SCHOOL-DAY PROGRAM

Prepared by

A. C. LEWIS

State Agent of Schools for Negroes

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Issued by

T. H. HARRIS

State Superintendent of Public Education





## SUGGESTIONS TO THE TEACHERS AND EXPLANATION OF THE PROGRAM

**B**Y MUTUAL agreement it has been decided by the State Agents of the South to observe Friday, March 7, 1930, in commemoration of the generous philanthropy and wholesome encouragement extended to the negro schools by the Rosenwald Fund, General Education Board, the Slater Board, the Jeanes Board, and other funds and agencies.

All of the people in the community should be assembled at the schoolhouse at an hour agreed upon and in a spirit of co-operation and progress proceed with the execution of the program.

It does not require any argument to convince anyone that a well organized and properly conducted meeting of this kind would be a good thing for both the school and the community. Whatever success will result from such a meeting in each of the communities of the State where negro schools are located will depend very largely upon, first, the leadership of the principal and the teachers of the school; second, the time, good judgment, and attention given by the teachers and pupils to the preparation of the program. Let the teachers understand that the responsibility for the success of the program rests almost entirely upon them.

The program consists of statements to be made by different individuals. The principal and teachers should use good judgment by selecting a competent individual to present each subject. This assignment should be made far enough in advance for the individuals to make the necessary preparation to enable them to speak fluently and intelligently. See to it that the pupils understand the meaning of all the words used in the statements they are to present and have pupils read statements several times in the presence of teachers for criticism and suggestions. The teachers should also assist the patrons in

the preparation of the parts they are to take. See to it that proper emphasis is given to the most important features of the program.

In the business session, read again and consider the statements as to the purposes of the meeting and those under the heading of suggestions, and consider each of these items carefully. Then the principal of the school should make a general statement of the condition of the school and point out some of the outstanding needs and recommend which one of these needs should be supplied first by the members of the community. In the business meeting, emphasize the necessity for each individual contributing his part in the school improvement program. Mention the fact that prizes are offered to the four schools which show the greatest improvement from efforts of the community started as a result of this meeting.

The principal should also state that the Rosenwald Fund is ready to co-operate and furnish money for projects included in its list of activities according to schedule set up by the trustees of the Fund. Any community or superintendent can get information by writing to A. C. Lewis, State Agent of Schools for Negroes, Baton Rouge, Louisiana.



## PROGRAM

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MARCH 7, 1930

OR

ANY OTHER CONVENIENT DAY IN MARCH

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(THE PRINCIPAL SHOULD PRESIDE)

1. Song—America.
2. Prayer—By local minister.
3. The purposes of this meeting—By the principal.
4. What the Rosenwald school building movement has meant to the negroes of Louisiana—By a teacher or advanced pupil.
5. Eight facts about negro schools in Louisiana—By eight pupils.
6. Song—Selected—By the audience.
7. The Slater Fund—By advanced pupil.
8. The Jeanes Fund—By advanced pupil.
9. The General Education Board—By advanced pupil.
10. The Smith-Hughes Fund for vocational agriculture—By a boy in advanced grade.
11. The Smith-Hughes Fund for vocational home economics—By a girl in advanced grade.
12. Song—Selected.
13. Address—By a prominent white citizen.
14. Address—By a prominent colored citizen.
15. Why every home should have a vegetable garden and some poultry—By a citizen.
16. Business session—
  - (a) Read again and consider the statements in the purposes of the meeting.
  - (b) Consider "Suggestions."
  - (c) A statement of the outstanding needs of the school—By the principal.
  - (d) What we should do to make our school better—By a patron.
  - (e) Plans for co-operative school improvement.
    - (1) General work day.
    - (2) Committee assignments.
  - (f) Collection.
17. Adjournment.

## THE PURPOSES OF THIS MEETING

(BY THE SCHOOL PRINCIPAL)

It is proper that patrons and friends of the schools should meet at the schoolhouse occasionally for the purpose of hearing reports of accomplishments and statements showing the progress being made in the schools, and giving consideration to plans and policies for further development and improvement of the school and the entire community. Here are some of the specific objects of this meeting:

1. To bring the people of the community together at the schoolhouse for the purpose of getting better acquainted with each other and to get better acquainted with the school and its needs.

2. To present reports which show the development of the negro schools during the last twelve years.

3. To get acquainted with the special agencies that are at work in the State to advance the people and improve the negro schools.

4. To show how funds provided by private agencies have stimulated larger public appropriations for negro schools.

5. To study the needs of the school and devise ways and means for supplying these needs:

- (a) Make repairs to the school building.
- (b) Paint the schoolhouse outside.
- (c) Paint the schoolhouse inside—ceiling, ivory white or cream; walls, buff, stone, or gray; wainscoting, walnut stain or brown.
- (d) Repairing and painting outbuildings.
- (e) Provide additional equipment.
- (f) Plant trees, shrubs, flowers, etc.
- (g) Build walks, fences, etc.
- (h) Enlarge the building, build shop, extend school term, get a library, radio, equipment for vocational departments, etc.



6. To express appreciation to the school authorities and to all other agencies for their financial assistance and co-operation in the development of the negro schools of Louisiana.

(The principal should develop the statements given above and any other thought that occurs to him as being important, and in about ten minutes present them to the audience in a clear and forceful manner.)

## WHAT THE ROSENWALD SCHOOL BUILDING MOVEMENT HAS MEANT TO THE NEGROES OF LOUISIANA

(BY A TEACHER OR ADVANCED PUPIL)

It is not an easy matter to estimate the value of any one man or of any one movement in our complex civilization. The building of Rosenwald schoolhouses has called for the co-operation of many persons. This is one of its special values. In many instances, men of different churches, different lodges, and different small communities have come together and worked for the common cause of building for their children a larger and a better schoolhouse than they have ever had. It is good for them to get together in this worthy cause. It is good for them to extend the boundaries of their sometimes small communities. It is good for the colored people to work in co-operation with their white neighbors. It is good for the colored people to be made aware of the interest of these white friends, and to receive their guidance, advice, and contributions. It is good for the colored people to realize that they have a friend in a distant state whom they have never seen, but whose claim for friendship lies in the fact that he is eager and happy to help those whom he believes to be most needy. Mr. Julius Rosenwald's noble philanthropy has given hope and courage to thousands of negro men and women, boys and girls, all over the South, and has caused them to swell with just pride in their achievements.

Since building the first Rosenwald school in Louisiana in 1916, the Rosenwald Fund has furnished aid which enabled the public-school authorities to advance the cause of negro education. Without this help, local effort would have been much less effective and progress much less pronounced. By the offer of substantial assistance from the Rosenwald Fund, the negroes have been led to exert themselves to the utmost to raise funds with the view of



providing better schools for their children, and school boards have been similarly stimulated. The result has been the providing of excellent schools in numerous communities throughout the State. Many of these communities would have manifested no interest in the education of negro children in the absence of Rosenwald aid.

Mr. Rosenwald and those associated with him have adopted a wise policy in the administration of the Fund. The policy has been to co-operate with local authorities in a sympathetic way, but to employ no dictatorial type of supervision of the funds likely to destroy local good will. Certain fundamental requirements are insisted upon, but, in the main, initiative and administration are left in the hands of the local authorities. This is a wise policy and accounts for the very great success which has followed the Rosenwald donations.

Where Rosenwald schools are located, the colored people are buying homes, indicating that they are settling near these educational centers. This assures the maintenance of the school permanently. A demand for more efficient teachers is being made in the various Rosenwald schools, as it is felt that these schools should be models.

Colored people who have never felt that it was their duty to contribute to public education, beyond their taxation, are now giving very liberally for the erection of the Rosenwald school buildings for their communities. This has had a telling effect in teaching the lesson of self-helpfulness. It is safe to say that the work is just beginning to be felt over the State and in the next few years greater activity in school building will be seen because of Mr. Rosenwald's generous gifts.

The Julius Rosenwald Fund co-operates only where responsibility is taken by local authorities or where substantial support is given by negroes themselves. The Fund is not attempting to create institutions of its own, but to give stimulus and help in the building up of schools and health agencies and welfare activities by those properly responsible for them.

## EDUCATIONAL PROGRESS IN THE NEGRO SCHOOLS DURING THE LAST TWELVE YEARS

(BY EIGHT PUPILS)

1. Twelve years ago there were 227,500 colored school children in the State. Of that number, 109,000 were enrolled and 82,000, or 74%, were in attendance for 89 days. Now, there are 242,700 colored school children in the State, 154,000 of whom are enrolled and 119,000 are in daily attendance for 112 days of the year.

2. Twelve years ago 1,450 teachers, the majority of whom were holding third-grade certificates, were employed at an average annual salary of \$153.00. Now, 2,894 teachers, the majority of whom are holding higher grade certificates, are receiving an average annual salary of \$477.60.

3. In 1916, the total amount expended for operating colored schools was \$283,000, whereas last session, Louisiana spent about two million dollars for the same purpose.

4. Last year, Louisiana spent \$15.42 for the education of each colored child enrolled. Twelve years ago, it spent \$2.58 per child.

5. Before the influence of the Rosenwald Fund came to the State, practically all of the colored schools were housed in dilapidated schoolhouses, churches, and halls. In the year 1916 when the Rosenwald Fund was first available, the value of all negro school property in the State was three-quarters of a million. Last year, after the Fund had been in operation in the State for twelve years, the value of all negro school property was about four million dollars.

6. Twelve years ago there were twenty-nine Rosenwald schoolhouses, many of which were remodeled halls and school buildings, valued at about \$18,000.00. Now there are more than four hundred modern, well-designed, and properly equipped school buildings valued at more than a million and a half dollars.



7. According to the census report of 1920, there were about 90,000 white adult illiterates and more than 200,000 negro adult illiterates. During the last year the State has made a determined effort to remove adult illiteracy. More than 100,000 textbooks for adult classes have been distributed and illiteracy is being removed at a rapid rate. This movement should receive the hearty co-operation of every school teacher and all of the patrons.

8. Providing textbooks at State expense during the last two years has been the cause of a distinct step forward in the progress of classroom instruction in the negro schools. Before the free textbook law went into operation thousands of children were not provided with textbooks and, therefore, could not make satisfactory progress in school. Now practically all of the children are provided with textbooks. It is the duty of teachers, parents, and children to use State books with the same care as they would use personally owned books.

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## SLATER FUND

The Slater Board was established by John F. Slater. Since 1913 one of the major projects of this fund has been the advancement of secondary schools and teacher training for negroes. Since 1916 Louisiana has drawn from this source freely for aid to stimulate and encourage the establishment and operation of parish training schools and high schools for negroes. This fund has been available in substantial amounts to supplement salaries of teachers and assist in furnishing teaching equipment. This aid has materially increased the training-school development program and has stimulated general interest in the cause of education for negroes. This fund is administered through the State Department of Education. The attitude of this board and its trustees has always been most cordial and sympathetic.

Louisiana now has nine State-approved high schools, twenty-eight State-approved parish training schools, and twelve State-approved private training schools. These schools have been classified and rated by the State Department of Education. The welfare and development of training schools have claimed attention of local school officials and a large portion of the time of the Division of Negro Education.

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### JEANES FUND

This fund was established in 1908 by Anna T. Jeanes, of Philadelphia. The board, which administers the fund through the various State Departments of Education, has been interested in rural school development and improving the general educational and living conditions among rural colored people. As a means of accomplishing this end, specially trained and carefully selected teachers have been provided jointly by 19 parish school boards and the Jeanes Board. The activities of these special teachers vary greatly to meet special conditions and needs in the various parishes. Some of the most important activities engaged in by these special teachers are classroom instruction, instruction and general direction in industrial subjects, developing building projects, raising funds for school buildings, school equipment, extending school terms, conducting public health campaigns, organizing and directing adult classes for special instruction, improving rural living conditions, stimulating general interest in public education and school attendance. Last year these teachers made 3,219 visits to 600 schools. They helped to raise \$52,128 for school purposes.



## GENERAL EDUCATION BOARD

This board was organized by John D. Rockefeller for the purpose of promoting education generally. Its gift has touched education in Louisiana at many vital points. In the negro schools, aid has been received for buildings, for special teachers' salaries, for supplementing salaries of training-school teachers, for purchasing teaching equipment, for operating summer schools, for supervision, for scholarships to promising teachers holding important positions, and for expenses of conferences. The influence of aid from this source has been extensive and permanent. When financial troubles developed and progress seemed to be blocked, the General Education Board came to the rescue many times and saved the situation. Some of the aid given from this source last year came through the Slater Fund. In a building program amounting to \$183,666.00 at Southern University, the General Education Board has provided \$75,729.86. This generous appropriation is enabling the State to move ahead at a reasonable rate in providing buildings and facilities at Southern University.

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## SMITH-HUGHES FUND

### VOCATIONAL AGRICULTURE

There are 51 vocational agricultural departments in which there were enrolled last year 1,062 students in all-day classes, 241 in day-unit classes, 694 in evening classes, and 56 in part-time classes, making a total enrollment in agricultural classes of 2,095. These schools are growing in number and improving in quality at satisfactory rate. For the last three years Southern University has offered summer-school courses in which practically all of the instructors in agriculture have received special training. The purposes of these schools are: First, to give such instruction in agriculture and kindred subjects as will inspire

and equip country boys to remain in the country and make intelligent and contented farmers; second, to offer opportunities to farmers to take specially selected unit courses in agriculture which will lead them into the use of approved methods and farm practices; third, to offer opportunities to boys of school age, who, by force of necessity, have left school, to receive agricultural instruction in part-time classes.

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## SMITH-HUGHES FUND

### VOCATIONAL HOME ECONOMICS

There were twenty-two vocational home-economics departments in which 1,045 girls were instructed. Practical courses organized on the job basis are offered to these girls in such subjects as repair of clothing, making and caring for simple articles in the home, making plain garments, renovation of clothing, the care and making of children's clothes, health and personal appearance, laundering, ironing, and cleaning clothes, cooking and serving meals, canning and preserving of fruits and vegetables, housekeeping, and the care and feeding of children.



## SUGGESTIONS

Any community which succeeds in putting into operation the following suggestions will have a first-class school which will enjoy the admiration and support of the public:

1. Establish and maintain close co-operation among: School officials, teachers, patrons, and citizens.

2. Be ambitious for a better school and community.

3. Making a determined effort to enroll in the school all children of school age.

4. Remove, if possible, the causes of irregular attendance of school children. It is the child's business to be in attendance for the full term of the school and it is the parents' duty to put nothing in his way.

5. See to it that every adult person who cannot read and write enrolls in special classes for instruction in reading and writing during the next few months.

6. Make a list of the needs of the school. Begin with the most important, and supply these needs, each group doing only one thing at a time.

7. Write a report occasionally to the parish superintendent and State office, giving an account of the good things being accomplished for the school.

## PRIZES

In order to stimulate the best efforts of the communities; four cash prizes are offered to the four schools which submit proved statements showing the greatest improvement to the schoolhouse and grounds as a result of good planning and co-operative effort started on Rosenwald School day.

The prizes are:

First prize .....	\$40.00
Second prize .....	30.00
Third prize .....	20.00
Fourth prize .....	10.00

The conditions under which these prizes will be awarded are:

1. The contest is open to any negro school in the State of Louisiana.
2. The report attached to this program must be returned in satisfactory form. A supplementary statement describing accomplishments and conditions may accompany the report.
3. Every claim made in the report must be true and correct.
4. The amount of the prize must be used by the school for building, painting, or purchasing equipment.
5. Impartial judges will make the awards.

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The prizes offered last year were awarded as follows:

First prize, \$50,000, Mars Hill, LaSalle Parish.

Second prize, \$30.00, Tensas Parish Training School.

Third prize, \$20.00, DeSoto Parish Training School.



# SCHOOL REPORT AND GUIDE FOR SCORING SCHOOLS

*To be filled out and sent to A. C. Lewis, Baton Rouge,  
Louisiana, not later than April 15, 1930.*

Name of School.....

Parish .....

Principal .....

Address .....

Number of Teachers Employed..... Pupils Enrolled.....

(Take credit for things done or provided for on Rosenwald Day by placing a small check mark (✓) in the blank opposite each item listed below.)

## GROUNDS

Fence entirely around school ground.....	10:.....
Gates in good condition.....	5:.....
Walks from road to building and to outbouses.....	10:.....
Growing trees, shrubs, rosebushes.....	15:.....
Enclosed sandpile for primary pupils.....	5:.....
Grounds free from rubbish.....	5:.....
Well-laid-out courts for games.....	5:.....
Surface around well elevated and covered with concrete.....	10:.....

Total.....

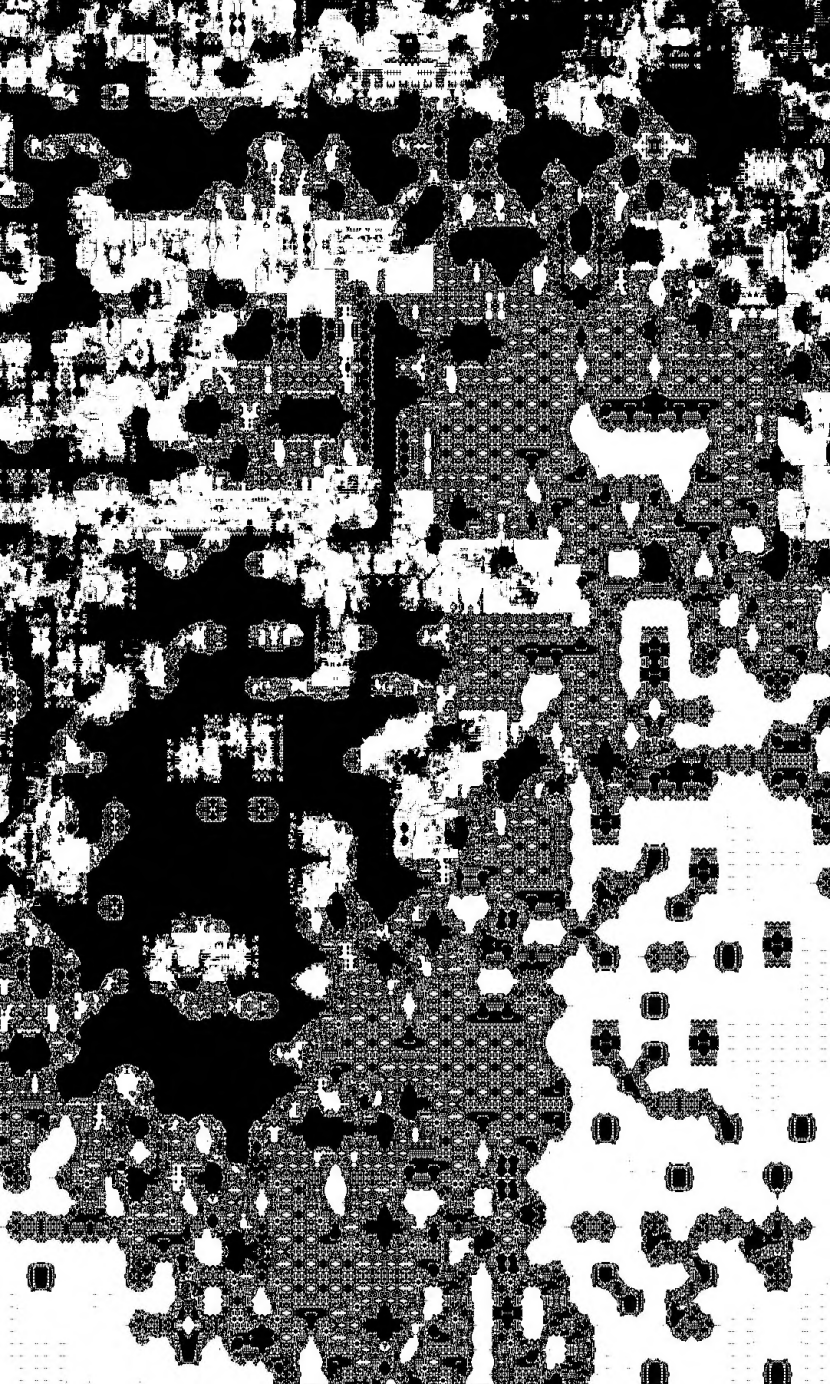
## BUILDINGS

Name of school in prominent place on building.....	5:.....
Building painted inside.....	10:.....
Building painted outside.....	10:.....
Doorsteps in good condition.....	5:.....
Roof in good condition.....	10:.....
All chimneys and flues in good condition.....	10:.....
Locks in good condition.....	5:.....
Cloakrooms or halls supplied with clothes hooks.....	5:.....
Doors and windows in good condition.....	5:.....
All windows open easily from top and bottom.....	5:.....
Walls free from nails, tacks, and marks, etc.....	5:.....
Burlap bulletin board to exhibit school work.....	5:.....
Substantial fuci shed .....	10:.....
All outbuildings sanitary and in good condition.....	15:.....
Outbuildings indicated by printed sign.....	5:.....

Total.....

## EQUIPMENT

Sufficient number patent desks in good condition.....	25:.....
Desks arranged in rows to give light to students from left.....	5:.....
Good desks for teachers.....	10:.....
Two chairs for visitors.....	5:.....
Stoves in* good condition and kept polished.....	5:.....





## EQUIPMENT—Continued.

Thirty feet of standard blackboard in good condition.....	10:.....
Supply of good erasers.....	5:.....
Supplied with flag pole and U. S. flag.....	10:.....
Small flag of U. S. displayed in classrooms.....	5:.....
Floors oiled and clean.....	5:.....
Good adjustable window shades .....	10:.....
Globes, maps, charts .....	15:.....
Approved dictionary .....	5:.....
Fifteen books suitable for primary grades.....	10:.....
Fifteen books suitable for intermediate grades.....	10:.....
Fifteen books suitable for upper grades.....	10:.....
One set of supplementary readers, primary grade.....	10:.....
Washstand, wash pan, mirror, paper towels.....	20:.....
Individual paper drinking cups.....	10:.....
Sand table .....	10:.....
Supplies for primary grades.....	10:.....
Standard pictures properly framed and hung.....	10:.....
Total.....	.....

## ORGANIZATION

(It is not required that these things  
be done on Rosenwald Day.)

Parent-Teacher Association organized .....	20:.....
Special class for illiterate adults organized.....	25:.....
Special days observed (Arbor Day, Community Day, etc.).....	15:.....
Hot lunches served .....	5:.....
Pupils taking part in parish contests and fairs.....	10:.....
Attendance at least 90 per cent.....	25:.....
Tardiness not more than 10 per cent.....	20:.....
Salary of teacher increased over last year.....	20:.....
Teacher taking part in community activities.....	20:.....
Two hours credit earned by teacher in extension classes from an accredited school .....	25:.....
Teacher attended thirty days' summer school in 1929.....	25:.....
Length of school term seven months or more.....	25:.....
Total.....	.....

Money raised for school improvement.....	\$.....
Money raised for extending school term.....	\$.....
Number days in present school term.....	.....
Number days to be added to present term.....	.....
Number attending Rosenwald School-Day Program.....	.....

## SUMMARY:

(To be filled out in State office.)

Grounds .....	points
Buildings .....	points
Equipment .....	points
Organization .....	points
Money raised .....	points
TOTAL .....	points

Note: On a separate sheet write a descriptive report and attach to this report.





MISSISSIPPI

MISSISSIPPI

INSTRUMENT



### Tougaloo, Mississippi

Tougaloo College is located at Tougaloo, Hinds County, Mississippi, seven miles north of Jackson, on the Illinois Central Railroad.

The college owns about 500 acres of campus, farm land, and forest. There are fifteen buildings, including the administration building, originally a planter's home, built before the Civil War; Holmes Hall, the largest academic building, including the Cyrus Hamlin Auditorium, the Ellen Upson Woodworth Library, Science Laboratories, and class rooms. It was erected in 1926, by means of subscriptions and \$35,000 from the General Education Board; the Church, built in 1901, and equipped with a fine up-to-date pipe organ; the Sarah A. Dickey Memorial Hospital, built in 1927; the Practice Housekeeping Bungalow, built in 1929; the Upson Shops for Woodwork and Iron Work; the teachers' dormitory for married teachers, built in 1918; residence bungalows for married teachers; students' dormitories; the Daniel Hand School built in 1892 and devoted to College Classes in Education and the Practice and Observation school.

### Aims and Religious Life

The aims, as set down in the catalogue are to prepare High School youth for college or other work, to lay foundations for good citizenship, and to make character of central importance.

# THE UNIVERSITY OF CHICAGO

The University of Chicago is located at Chicago, Illinois

Chicago, Illinois 60607, near the north of Jackson, on the

Illinois Central Railroad.

The college has about 500 acres of campus, from

Lake and Forest. It has the largest building, including

the administration building, is located in a corner of the

main hall to the left of the main hall, the largest

academic building, including the Great Hall, the library,

the main hall, the main hall, the main hall, the main hall,

the main hall. It is located in the center of the

campus and is the largest building in the city.

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## THE UNIVERSITY OF CHICAGO

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the main hall, the main hall, the main hall, the main hall,

the main hall.



### Athletics

Athletics at Tougaloo are in charge of a regularly appointed Coach in football, baseball and basket ball, and increasingly are made part of an established course in Physical Education.

### Student Publication

Under the guidance and with the co-operation of the Department of English the students of English in the College and High School publish the "T. C. Flyer". Circulating among the present students and alumni, it offers an incentive for good writing, and a field for student management.

### "Scriba"

College and High School students who cherish ambitions of becoming writers of short stories, verse, articles, and essays, meet fortnightly at the club "Scriba".

### Alpha Sigma

College students interested in education meet every other Saturday afternoon as the "Alpha Sigma" club. They aim to stimulate each other in considering subjects and solving problems of Teacher Training, and in the whole field of education to hold up high ideals.

### The Robesson Dramatic Club

College and eleventh and twelfth grade high school students of satisfactory academic standing are eligible for





the Robesson Dramatic Club, organized in February, 1925, and named for Paul Robesson, the negro actor. Alumni, who as students were interested in dramatics may be elected to honorary membership. The club aims (1) to learn appreciation of and to produce some of the best plays, (2) to study negro folk lore, and to learn the art of writing and of producing negro folk plays, (3) to develop student coaching ability for service both at Tougaloo and later in promoting community drama.

#### Library and Reading Rooms

The Ellen Upson Woodworth Library, named in memory of the wife of former president Frank G. Woodworth numbers some 5,300 volumes, to which additions are being constantly made.

In each dormitory also is a reading room equipped with current magazines and newspapers.





TOUGALOO  
COLLEGE  
*in*  
MISSISSIPPI  
*for*  
*Colored Youth*



BUILDING—HOLMES HALL





# TOUGALOO COLLEGE in MISSISSIPPI for COLORED YOUTH

## *Welcomed by Mississippi*

"The plain and brutal truth is that we have never given equal or adequate educational opportunity to the Negro children of our State," editorially declared the *Jackson Daily News* in October, 1929. Had this been thrown at the state by an outsider, it could have been resented as meddling fault-finding, but stated editorially by "Mississippi's Greatest Daily Newspaper," it has the authority of self-searching criticism; statistics prove its truth. Less than \$6.00 per child per year from Mississippi's public funds is spent on the education of colored children; on white children, about \$26.00. About 60% of the state's educable children, being colored, get about 20% of the public school funds; about 40%, being white, get about 80%. Correctly does the *News* editorial reiterate, "The Negro schools in Mississippi have always been meagerly supported."

And a state whose public support of Negro education is confessedly meager, in its heart of hearts welcomes help from privately supported Tougaloo College.

## *"Desperately" Needed by Mississippi*

"Mississippi is one of a number of states in which the educational outlook is little short of desperate," declared Mr. H. M. Bond in the *New York Nation* on March 27, 1929. For taxable property behind each educable child in that state amounts to only about one-third of the taxable property on the average behind each child in the nation. Mississippi is not industrial, it is a country town of a state. Its mineral resources are few. It depends upon cotton, which is a gamble; upon other agriculture, which is a problem; upon lumber, which is now almost gone. It has not the money to do for its Negro children what its best citizens would choose to do. Federal aid to it for checking illiteracy ought to be granted, perhaps, but at best is far in the future.

Needing outside help, therefore, but failing of Federal help, Mississippi needs help from such sources as privately-supported Tougaloo College.

## *Needs Proved by Facts and Figures*

Educable colored children in Mississippi need more teachers. They number about 464,000, their teachers only about 5,750; on the average, 80 pupils to each teacher, or twice as many as any teacher ought to have. The state's number of colored teachers ought to be doubled. Or, rather, so few have had even High School training, the number of well-prepared teachers ought to be multiplied by the score or hundred.

Expectant teachers need Normal School and College. For though Missis-

sippi's colored population numbers more than a million, the state lacks a publicly-supported standard Normal School and standard College.

Tougaloo College aims at being large enough to provide such a College and Normal School and meet Mississippi's need.

## *In Helping to Meet the Need Tougaloo Has Won Confidence*

1. The confidence of the State Department of Education, which awards First Grade Teachers' Licenses to graduates of Tougaloo Teachers College without examination. Home folks' confidence.

2. The confidence of the General Education Board, which has twice voted money to Tougaloo for new buildings. The confidence of national leaders in education.

3. The confidence of the Julius Rosenwald Fund trustees, who voted to help Tougaloo fulfill conditions imposed by the General Education Board, and twice have voted money for new books in the Tougaloo College Library. The confidence of a great philanthropist.

4. The confidence of the John F. Slater Fund trustees, who for several years have been paying almost all of a College teacher's salary. The confidence of the oldest Fund for Negro Education.

Confidence, that Tougaloo College is putting over its educational job; that it is likely to be permanent, therefore, to be a good investment; that it needs enlargement for larger service.

## *Is Offered Therefore an Almost Unique Opportunity*

My neighbor's need is my opportunity, if I have resources and the neighborly will. The need of Mississippi measures the opportunity of Tougaloo College, which has the neighborly will and herewith asks for the resources. A million colored people (a majority in their state) have nearly half a million educable children, taught by less than half their rightful number of teachers, too many of them ill-prepared, at an average cost of hardly \$6.00 per child per year; and they cannot look to any state-supported standard Normal School or standard College for educating their able and ambitious youth and for training teachers. But Tougaloo College might do the work of such a Normal School, become such a College, if given the teaching force, the buildings, the



equipment. It asks to be made large enough for the work it knows it can do. It stands before an educational opportunity than which the nation hardly offers a greater.

## *Its Present Educational Offerings*

As a sturdy beginning it offers:

1. A four-year College Course leading to the degree of A.B. Special attention to Pre-Medical Science, English, the Social Sciences.
2. A two-year Teachers College Course, leading to diploma. Graduates get First Grade Teachers' Licenses without examination.
3. A High School, attended by boarding students from about 60 different towns and cities, in Mississippi.
4. A Practice and Observation School, Grades 1 to 8, in charge of the Supervisor of Education, who is also a College teacher and links the Elementary School with the Teachers College.

## *Of Special Mention*

Woodwork is required of High School boys.

Sewing, Dressmaking and Cooking are required of High School girls.

Practice Housekeeping experience is given Twelfth Grade girls in the new and up-to-date Practice Housekeeping Bungalow.

Piano, Organ and Vocal Music are taught, under two competent teachers.

## *History and Location*

Tougaloo was founded in 1869 as Tougaloo University, The American Missionary Association school for advanced Negro education in Mississippi. Its name was changed to Tougaloo College in 1916. It is located at Tougaloo, on the main line of the Illinois Central railroad, seven miles north of Jackson, the capital of Mississippi. It is also on U. S. Highway No. 51, which closely parallels the railroad. Watch out for the Iron Gate, close by the railroad station, toward the west.

## *The Faculty Inter-racial*

The Tougaloo College faculty numbers close to 40, of whom about 24 are white, 16 colored. An inter-racial faculty, therefore, it renders a service social as well as educational. It is virtually an Inter-racial Committee, meeting daily throughout the college year, effecting friendly personal contacts between members of two races, all American citizens cooperating in a worthy service to society.

WILLIAM T. HOLMES, *President*,  
Tougaloo College,  
Tougaloo, Mississippi.







If you desire a Life Income and an After Life Investment in Tougaloo College, send for the following Conditional Gift Annuity Certificate:

FORM OF CONDITIONAL GIFT ANNUITY CERTIFICATE

**The American Missionary Association**

287 Fourth Ave., New York, N. Y.

**Whereas,**

of \_\_\_\_\_ in the State of \_\_\_\_\_, has this day given to THE AMERICAN MISSIONARY ASSOCIATION, a corporation established under the laws of the State of New York, and located at New York, in said State, the sum of \_\_\_\_\_ dollars, said sum becoming by said gift the absolute property of said Association, to be held in trust for Tougaloo College.

**Now, Therefore,** in consideration of said gift, the said THE AMERICAN MISSIONARY ASSOCIATION agrees to pay to the order of the said

during \_\_\_\_\_ natural life, the annual sum of \_\_\_\_\_ dollars, in semi-annual payments of \_\_\_\_\_ dollars each, commencing with the \_\_\_\_\_ day of \_\_\_\_\_ A.D. 19\_\_\_\_, and ending with the regular semi-annual day of payment next preceding decease.

**In Witness** whereof, THE AMERICAN MISSIONARY ASSOCIATION has caused its corporate seal to be hereto affixed, and these presents to be subscribed by its Treasurer and Executive Secretary, this \_\_\_\_\_ day of \_\_\_\_\_ in the year one thousand nine hundred and \_\_\_\_\_

THE AMERICAN MISSIONARY ASSOCIATION

By

Treasurer.

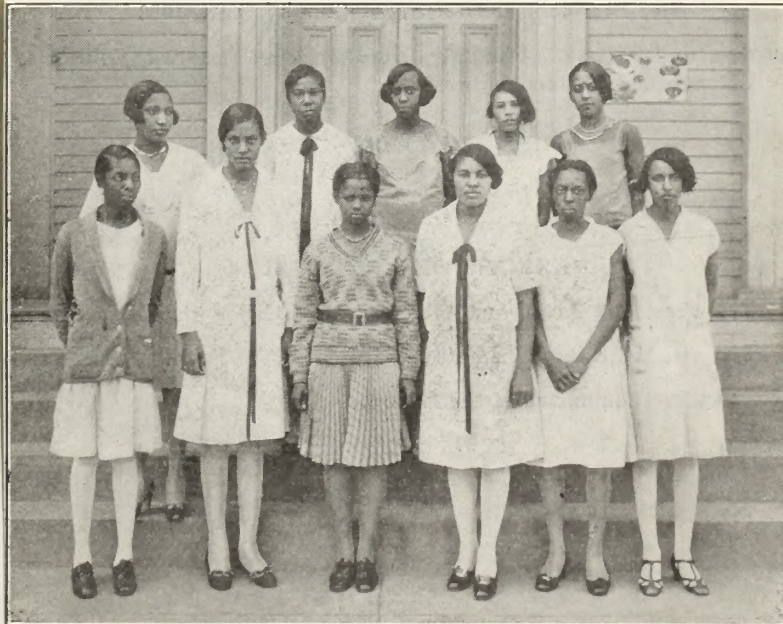
Executive Secretary.







SENIOR COLLEGE GRADUATING CLASS



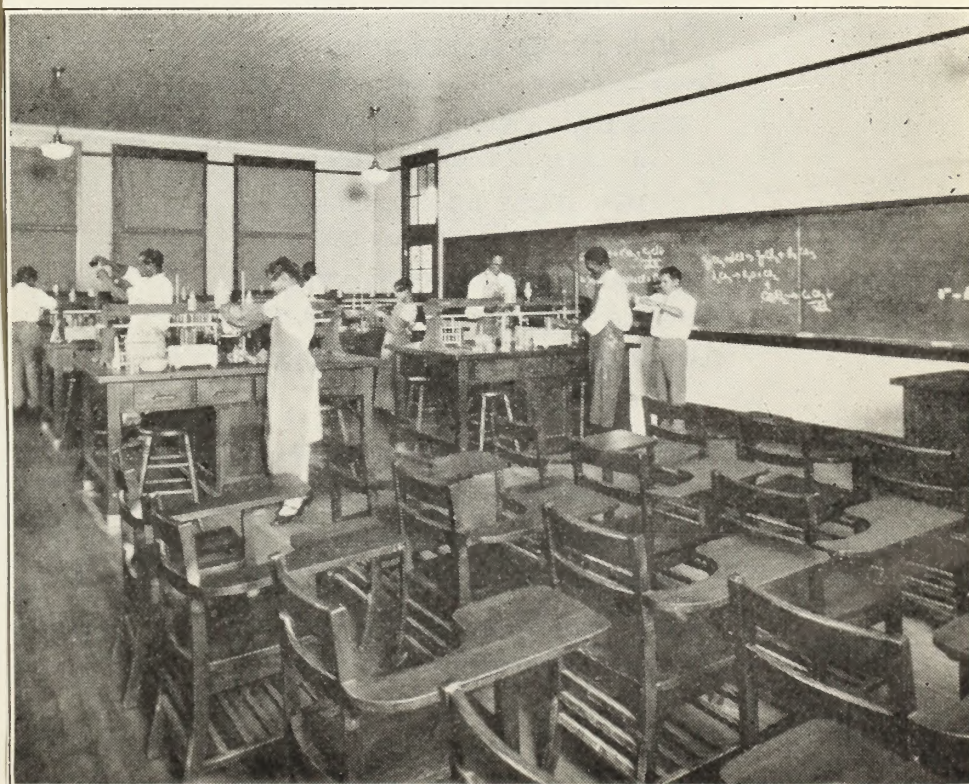
TEACHERS COLLEGE GRADUATING CLASS







PRACTICE HOUSEKEEPING BUNGALOW



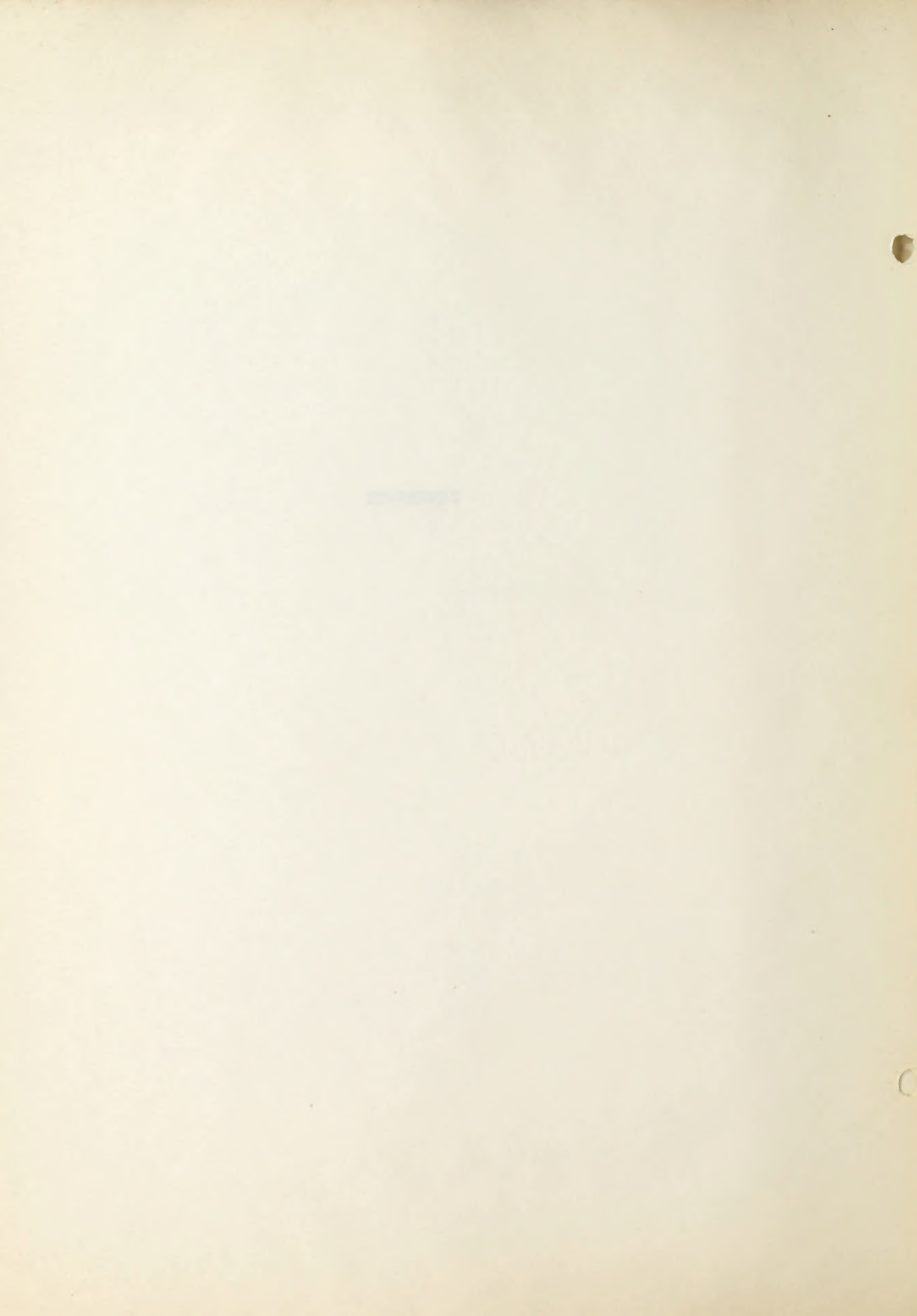
CHEMISTRY LABORATORY—HOLMES HALL







## TENNESSEE





## *Organization and Aim*

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The work of founding Fisk University was begun in October, 1865, under the auspices of the American Missionary Association of New York City, and the Western Freedman's Aid Commission of Cincinnati. The first principal of "Fisk School" was John Ogden, M. A., who was in charge from 1866 to 1870. The second principal was Adam K. Spence, M. A., who served from 1870 to 1875 and who acted as executive head for several years thereafter in the absence of the first president, Dr. E. M. Cravath. The school was opened January 9, 1866, in the former army barracks hospital buildings on Twelfth Avenue, Nashville, Tenn. Years later the University became an independent institution, though retaining a close filial relationship with the American Missionary Association. At the beginning of the enterprise the purpose of establishing for the colored people of the South a university that should adequately provide for them the advantages of a Christian education to whatever extent the capacity and energy of the race should in the future demand, was distinctly announced.

It was the unfaltering purpose of the American Missionary Association, though retaining a close filial relationship with the institution, and of those who have been its representatives in the University, to make good in letter and spirit this bold and comprehensive promise, made to an emancipated race in the bright morning of its new life.

To found a college and thoroughly to establish among the colored youth the conviction of the absolute necessity of patient, long-continued, exact, and comprehensive work in preparation for high positions and large responsibilities, seemed fundamental to the accomplishment of the true mission of the University. Solid, fundamental, and permanent results have been sought in all methods of work.

The University was incorporated under the laws of Tennessee, August 22, 1867.

Its charter confers upon the Board of Trustees all the rights, privileges and powers necessary for the perpetuation and enlargement of the University.

Professional schools are to be established on the foundations laid by college instruction and discipline.

#### HISTORICAL OUTLINE

Fisk School opened in Federal Hospital Buildings.....	January 9, 1866
Fisk University incorporated.....	August 22, 1867
Jubilee Singers sent out.....	October 6, 1871
E. M. Cravath, D. D., elected President.....	1875
First classes graduated.....	May, 1875
Jubilee Hall dedicated.....	January 1, 1876
Livingstone Hall erected.....	1882
Gymnasium and Workshop erected.....	1889
Magnolia Cottage purchased.....	1890
Bennett Hall erected.....	1891
Fisk Memorial Chapel erected.....	1892
Daniel Hand Training School erected.....	1895
President's House erected.....	1897
J. G. Merrill, D. D., elected President.....	1901
Treasurer's House erected.....	1906
Chase Hall erected.....	1906
Carnegie Library erected.....	1908
George A. Gates, D. D., LL. D., elected President.....	1909
F. A. McKenzie, Ph. D., LL. D., elected President.....	1915
Ballantine Hall properties purchased.....	1915
The Morrow House purchased.....	1918
The Moore House and three other houses purchased.....	1921
Sixteenth Avenue Houses purchased.....	1923
Dunn House purchased.....	1923
T. E. Jones, Ph. D., elected President.....	1926

#### CAMPUS AND BUILDINGS

The University owns a campus of over forty acres, and twenty buildings.

JUBILEE HALL was erected at a cost of over \$100,000. This money was raised by the original company of Jubilee Singers. It is the dormitory for women, and houses the boarding department of the University.

THE MOORE HOUSE, formerly the home of Dr. George W. Moore and his wife, Mrs. Ella Sheppard Moore, and the Dunn House have been used as a dormitory for thirty-five senior girls.



The large, shady lawn at the side of the house has afforded both comfort and pleasure to the young women of the home, and their friends.

LIVINGSTONE HALL was erected principally through the gift of \$60,000 by Mrs. Valeria G. Stone, of Malden, Mass.

THE GYMNASIUM was erected through a legacy of \$4,000 left by Mr. Howard, of Philadelphia, formerly of Nashville, and \$1,000 contributed by Deacon Jahez Burrell, of Oherlin, Ohio.

BENNETT HALL was erected at a cost of \$25,000. The money was furnished partly by a band of Jubilee Singers and partly by the American Missionary Association.

FISK MEMORIAL CHAPEL was built by means of a legacy from Gen. Clinton B. Fisk, which, in accordance with the wishes of the family, was devoted to the erection of a memorial building. The Chapel gives a perfect audience room for one thousand persons.

THE PRESIDENT'S HOUSE owes its origin to Mrs. Clinton B. Fisk, to the contribution from Miss Mary F. Penfield, a former teacher, of her house and lot near the University, which were sold for \$2,000, and to generous help from Mr. Paul D. Cravath, of New York City.

MUSIC HALL was erected by the American Missionary Association with money from the income of the Daniel Hand Fund, for use as a Training School for Teachers. In 1927 it was remodeled for the use of the Music School.

MUSIC HALL ANNEX, adjacent to the Music Hall, was remodeled in 1927 for the use of the Music School.

CHASE HALL, a building for the Department of Science was erected with the aid of the General Education Board, and of friends in Nashville and in the North.

CARNEGIE LIBRARY was erected through the munificence of Mr. Andrew Carnegie at a cost of \$20,000. The cornerstone was laid May 22, 1908, by William H. Taft, then Secretary of War.

In 1914, the Waterman House, on the northeast corner of Seventeenth Avenue and Jackson Street, was purchased. In the fall of 1915, the Ballantine Hall properties, west of Eighth

teenth Avenue, were purchased. On the four acres of land are two buildings which, during the 1917 summer vacation, were converted into a teachers' home, and a two-apartment residence. In 1917, properties on Hamilton Street and between the Tennessee Central and Louisville & Nashville railroads were purchased in order to build a central heating plant and to secure the right-of-way for the steam tunnels. The new power plant, with its railroad spur directly over the coal bunkers, provides efficiency of heating previously unknown. The whole campus has been re-wired.

The value of campus, buildings and apparatus exceeds \$600,000.

#### ENDOWMENT AND ANNUITY FUNDS

##### Endowment for General Purposes:

Sundry Persons—Old Gifts.....	\$ 70,835.71
E. M. Cravath.....	22,000.00
George A. Gates.....	20,255.00
Anna T. Ballantine.....	20,000.00
Charles A. Hale.....	20,000.00
Levi H. Stewart.....	20,000.00
Elmer Swain.....	16,586.10
William H. Taylor.....	3,401.00
Robert C. Billings.....	3,000.00
Helen C. Morgan.....	2,566.15
College Alumni.....	1,763.62
Normal Alumni.....	1,000.00
James C. Cresby.....	1,000.00
Bellon Gilbreth.....	1,000.00
Abie J. Whiting.....	1,000.00
McCormack Fund.....	1,000.00
F. R. Proctor Estate.....	1,000.00
James J. Farrell.....	1,000.00
Dr. Lyman B. Sperry.....	2,000.00
Dr. L. Hitchcock.....	500.00
H. A. Wilder.....	2,500.00
Investment Proceeds.....	119.88
General Education Board.....	500,000.00
Carnegie Corporation.....	250,000.00
Gifts—New York Committee.....	244,440.23

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\$ 1,206,967.69



## Endowment for Designated Purposes—

## Professorship Endowments:

Henry S. Stewart Chair.....	\$ 1,000.00
President's Chair.....	6,480.40
Theological Professor's Chair.....	1,307.74

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\$ 8,788.14

## Library Endowments:

Andrew Carnegie Fund.....	\$ 7,250.00
College Library Fund.....	1,750.00

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\$ 9,000.00

## Scholarship Endowments:

Frances Yeomans.....	\$ 3,000.00
Ralph H. Plumb.....	2,000.00
Sam Gordon Haley.....	2,000.00
Laura Parmerlee.....	1,997.11
Anna Ballantine.....	1,014.00
Lucian Bedford.....	1,000.00
Matilda Beizell.....	1,000.00
Iva Davis.....	1,000.00
Clinton B. Fisk.....	1,000.00
Mary C. Kinkaid.....	1,000.00
Edward Robie.....	1,000.00
Edward Russell.....	1,000.00
Carrie Seymour.....	1,000.00
Mrs. Adam K. Spence.....	1,000.00
Mrs. E. B. Stevens.....	1,000.00
John L. Williams.....	1,000.00
Georgia A. Allen.....	1,000.00
James C. Merrill.....	1,000.00
Ella Sachs Platz.....	1,200.00
Sundry Gifts.....	1,937.39
Bertha E. Mason.....	754.34
Henrietta Matson.....	708.76
Calvin J. Anderson.....	275.00
Carrie L. Simple.....	100.00
Union Church.....	75.00
Alice Brown.....	100.00
Ruth Jackson Cravath.....	396.00
Woman's Memorial.....	1,501.00
Lavania H. Plum.....	1,000.00
Emeline Cushing Estate.....	10,000.00
Birdye Haynes Memorial.....	564.22

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\$ 41,622.82

## Annuity Funds:

Burrus Brothers.....	\$ 12,000.00
Mrs. O. S. Davis.....	300.00
Harriett F. Kimbro.....	6,000.00
Henry E. Ranney.....	5,000.00
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	\$ 23,300.00

Total Endowment and Annuity Funds.....\$ 1,289,678.65





## *General Information*

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### NASHVILLE

Nashville is an educational center in the South.

Its climate is healthful and its hills and valleys present a charming landscape. Great railroads enter the city from north, east, south and west, and lines of inter-urban trolley cars connect all parts of the city.

To reach Fisk University from the railroad station of Nashville, take any street car going east to the Transfer Station. There take the Jefferson Street car to Fisk University, Seventeenth Avenue, North.

### DORMITORY ACCOMMODATIONS AND CAMPUS LIFE

#### *Accommodations for Men.*

Livingstone Hall and Bennett Hall contain rooms for 150 men. The rooms are large, adequately furnished, and heated by steam. In addition to dormitory rooms, Livingstone Hall contains an auditorium, classrooms, and the administration offices.

#### *Accommodations for Women.*

Fisk University recognizes the absolute necessity of the right education for young women. The highest interest of every community depends largely upon the intelligence, frugality, virtue, and noble aspirations of its women.

This general truth has unusual force in its application to the future well-being of the colored people of the South. To enable Fisk University to meet its responsibilities in this direction special efforts have been made to provide the best possible advantages for the education and training of the young women. In the classroom they have equal advantages with the men, and may pursue any of the courses of study.

Juhilee Hall, one of the largest, best equipped, and most beautifully located school buildings in the South, is the home of the women. It is surrounded by eight acres of land, well planted with trees and shrubbery, furnishing ample grounds for healthful exercise. It is near enough to the city for all needful purposes (one and one-half miles from the center) and far enough removed to be a quiet home. A street railway passes the grounds.

#### BOARDING DEPARTMENT

The Boarding Department is conducted as a Christian home. Christian discipline is parental in character and aims to develop Christian manhood and womanhood. The rules are in general those of a well-regulated household.

*Except in special cases in which permission has been obtained from the Admissions Committee, students from outside of the city of Nashville are not admitted to the University unless they enter the Boarding Department, nor are students in the boarding department permitted to take rooms or board outside except by special arrangements with the Dean of Men and Dean of Women.*

#### RELIGIOUS LIFE OF FISK

Like most of the older colleges, Fisk University has a very rich religious tradition, of which she is endeavoring to be worthy in the truest sense. She has tried not to forget, in these later days of relative prosperity, the self-sacrificial devotion to the religious ideal out of which she was born and by which she was nurtured. A sincere effort is made to create an atmosphere in which intelligent, religious idealism shall find itself thoroughly at home.

Most important in the formal religious program of the University is the service of worship which is held every Sunday morning in the Chapel. This service is attended by the students and other members of the college community as well as by many Nashville citizens. There are available extraordinarily rich resources for making the worship beautiful and effective. The Mozart Society of the University, under the direction of the Director of the School of Music, is the choir. Ministers of



national reputation speak from time to time from the pulpit. During the present year such preachers as Reinhold Niebuhr, Howard Thurman, W. N. DeBerry, W. A. Smart, William Lloyd Imes, Bruce Curry, and others have spoken on these occasions. Normally the Minister of the University is the preacher.

A second feature of the formal religious program is the student Forums, which are held on Sunday evenings. The purpose of these meetings is to stimulate interest in current problems with definite ethical implications. An invited speaker usually introduces the topic, in the discussion of which the students actively participate. The Forums are directed by a student committee of the Y. M. C. A. and the Y. W. C. A.

The Y. M. C. A. and the Y. W. C. A. also assist in arranging and leading various informal discussions among small groups of students. In these groups a more intimate sort of fellowship is achieved and problems of a more personal nature are discussed than is possible in the larger Forums.

The assumption at Fisk is that religious experience is as normal a part of human life as intellectual or æsthetic experience, and our ideal is a community of students and faculty, both engaged in a common quest for the highest values in this as in every other phase of our common life.

#### LIBRARY FACILITIES

The new library of Fisk University, erected and equipped at a cost of \$400,000 will be dedicated in October of 1930. It includes reading room space for 300 readers and a tower stack of six levels equipped to shelve 125,000 volumes. On the first floor are the library science classrooms, a branch of the Nashville Public Library, the receiving room and lockers for men and women. The second floor contains the two large reading rooms, one devoted to reference and the other to reserve books, the public catalog, the loan desk, the preparations division, and a double tier of book stacks. All of the special reading rooms devoted to periodicals, the Negro collection, the students library, Fiskiana, the debaters' room and a seminar are on the third floor. Above the second floor rises the tower with six

stack levels, in each of which there are cubicles for professors and graduate students engaged in special research. Communication between the stack tower and the delivery desk is effected by means of a teletype machine, a gravity chute and an elevator.

At present, the Library contains 25,000 bound volumes and several thousand unbound pamphlets. The various collections represent the accumulations of over a half century and include many autographed copies presented to the Jubilee Singers on their European tours, a collection on Anthropology surpassed by few collections in the South, and a library of books by and about the Negro.

The growth of the Library is assured by the following appropriations:

Julius Rosenwald Fund: \$15,000 a year for seven years for operating expenses and \$25,000 for books on condition that a similar amount is raised from other sources.

Carnegie Corporation: \$25,000 for books and the interest on \$25,000 for ten years at the end of which time the principal is to go to the University.

Laura Spelman Fund: \$1800 a year for books on the social sciences.

The Library aims to play an active part in the education of the student. By means of a reserve book system it supplies collateral reading for classroom work. Instruction in the use of books and libraries is offered to all students both in formal courses and in informal discussions. Recreation reading is encouraged by means of the browsing room, weekly book displays, a rental collection of new books and a recreational reading period in the Library on Sunday afternoons.

A chemistry library is maintained in Chase Hall under the administration of the general library and it includes a growing collection of bound journals and texts. The branch of the public library on the first floor of the main building is open to students as well as to members of the immediate community.

#### THE LITERARY SOCIETIES AND CLUBS

The Decagynian, D. L. V., Harmonia, and Tanner Art Clubs are organized among the young women.



The Fisk Stage-Crafters, a club organized in 1926, is open to all students interested in dramatics.

#### STUDENT ORGANIZATIONS AND ACTIVITIES

The effective college is characterized by a democratic government. Fisk University has instituted a system of control which includes both Faculty and Student Representatives.

The Students' Council, jointly with the Men's Senate and the Women's Senate, represents the student body in a form of government which has oversight of all student activity. This oversight is extended over the conduct and decorum of students both on and off the campus.

A Publication Board, whose Editor and Manager are elected by the student body, edits the "Greater Fisk Herald." This organ is open to contributions from students and faculty, and has served as an effective forum for discussion of important topics.

There are faculty advisers in each of the organizations, and the faculty is recognized as the ultimate authority.

#### DEBATING

Fisk University is a member of the Triangular Debating League which includes Atlanta and Howard Universities, and of the Pentagonal Debating Conference composed of Knoxville, Morehouse, Johnson C. Smith and Talladega Colleges. In addition, intra-mural contests are encouraged and held annually as part of an elimination tournament. Students in good standing are eligible for participation in these forensic contests.

#### FRATERNITIES AND SORORITIES

Fraternity and sorority organizations were admitted to the Fisk Campus in 1927-28. This admission followed a year of study by a commission composed of faculty and student members on the standing of fraternal organizations in various other colleges and on conditions under which such organizations might profitably exist at Fisk. Finally, by votes of the Faculty





and the Board of Trustees, authority was given for the organization of fraternities and sororities under conditions submitted by the commission.

The following organizations have been effected:

Fraternities—Omega Psi Phi, *Eta Psi Chapter*

Alpha Phi Alpha, *Alpha Chi Chapter*

Kappa Alpha Psi, *Alpha Delta Chapter*

Pbi Beta Sigma, *Alpha Gamma Chapter*

Sororities—Alpha Kappa Alpha, *Pi Chapter*

Delta Sigma Tbeta, *Alpha Beta Chapter*

Zeta Phi Beta, *Upsilon Chapter*

#### GENERAL ALUMNI ASSOCIATION AND FISK CLUBS

The General Alumni Association of Fisk University is an instrument of service and support. It is considered a definite part of the University organization. The office of Alumni Secretary has been created to serve as an effective link between the University and its Alumni. Through this office a more closely knit organization of the Alumni is beginning to show itself. A manifestation of this closer union of the Alumni is the significant development of Fisk Clubs. An incomplete list of these Clubs may be found elsewhere in this catalog.

#### DORMITORY RESERVATIONS

It is most important to apply for dormitory accommodations as far in advance as possible, as otherwise the rooms may be taken by earlier applicants. Accommodations, particularly for young women, are limited in number. When officially notified of acceptance, a room deposit of five (\$5.00) dollars must be sent to the Treasurer. This sum will be held as a deposit until the room is vacated. All damages to the room or furniture will be deducted from the deposit. Waiting lists will be kept of those for whom room cannot be found at the time of application.

*It is suggested that new students send a parcel post package addressed to themselves at Fisk University, shortly in advance of their own arrival on the campus. This package should contain bedding which will be needed for the first night, or until the trunks are available.*







Fisk Memorial Chapel

Chase Hall

The Gymnasium

The Old Barracks

The Library

THE CAMPUS---A View From the Roof of Jubilee Hall







The 5,000th "Rosenwald School"—A Six-teacher Building at Greenbrier,  
Elhizabeth City County, Virginia

## RURAL SCHOOLHOUSE CONSTRUCTION REPORT to JULY 1, 1930

NOTE: The Julius Rosenwald Fund was incorporated in 1917, under the laws of the State of Illinois. The purpose of the organization, as stated in the Article of Incorporation, is "the well-being of mankind." The home office is located at 909 South Homan Avenue, Chicago. Its headquarters for the work of schoolhouse construction is located in the Cotton States Building, Nashville, Tennessee. This work is under the immediate direction of the Director for Southern Schools.

Issued By  
JULIUS ROSENWALD FUND  
Nashville, Tennessee  
1930

## Schoolhouse Construction Summary for 1929-30

For the year ending June 30, 1930, the Julius Rosenwald Fund cooperated in the construction of 378 building projects—298 schools, 15 teachers' homes, 33 shops, and 32 additions of 47 classrooms to Rosenwald schools formerly built—located in Alabama (13), Arkansas (41), Florida (23), Georgia (13), Kentucky (15), Louisiana (25), Maryland (15), Mississippi (38), North Carolina (41), Oklahoma (21), South Carolina (34), Tennessee (23), Texas (57), and Virginia (19).

The schools erected for the year are distributed among the following teacher types: One (51), two (125), three (38), four (29), five (15), six (22), seven (3), eight (7), ten (3), twelve (2), thirteen (1), sixteen (1), and seventeen (1). There were 33 shops built: One-room (12), two-room (8), three-room (5), four-room (3) and five-room or larger (5). The 15 teachers' homes vary in size as follows: Four-room (5), five-room (4), six-room (2), and seven-room or larger (4). The total teacher capacity is 1,017 and the pupil capacity 45,765. The amount of land on which these schools are located is 991 acres, or an average of approximately 3 1-3 acres per school.

The total cost of the 378 completed projects is \$2,160,034, the Negroes contributing \$257,907 (11.94%), the whites \$67,514 (3.13%), the public school authorities \$1,545,531 (71.55%), and the Julius Rosenwald Fund \$289,082 (13.38%).

### Summary of Completed Buildings July 1, 1930

STATE	NO. BUILDINGS			CAPACITY		Total Cost Buildings, Grounds & Equipment	CONTRIBUTIONS			
	Sch's	Homes	Shops	Teacher	Pupil		Negroes	Whites	Public	Rosenwald
Alabama.....	382	7	9	846	38,070	\$1,177,636	\$ 433,528	\$ 111,678	\$ 402,360	\$ 230,070
Arkansas.....	324	18	23	970	43,650	1,809,953	161,274	48,734	1,320,674	279,271
Florida.....	112	1	3	463	20,835	1,320,833	50,947	65,670	1,091,316	112,900
Georgia.....	214	11	6	703	31,635	1,112,404	225,372	72,511	615,239	199,282
Kentucky.....	142	2	1	328	14,760	866,790	81,047	12,875	677,953	94,915
Louisiana.....	390	29	8	1,119	50,355	1,665,172	438,822	70,107	824,643	331,600
Maryland.....	142	2	—	292	13,140	717,220	76,759	4,224	544,037	92,200
Mississippi.....	534	52	12	1,629	73,308	2,670,103	812,950	306,795	1,046,791	503,567
N. Carolina.....	767	17	6	2,400	108,000	4,722,742	655,124	75,140	3,321,977	670,501
Oklahoma.....	171	16	3	376	16,920	961,173	28,175	3,825	804,518	124,655
S. Carolina.....	462	6	8	1,562	70,290	2,740,210	497,649	199,225	1,614,436	428,900
Tennessee.....	342	8	7	935	42,075	1,838,695	287,051	27,727	1,251,917	272,000
Texas.....	428	27	20	1,102	49,590	2,035,456	340,526	50,536	1,290,821	353,573
Virginia.....	352	2	9	886	39,870	1,703,885	389,429	22,833	1,035,673	255,950
Totals.....	4,762	198	115	13,611	612,495	\$25,342,272	\$4,478,653	\$1,071,880	\$15,842,355	\$3,949,384

PERCENTAGE ANALYSES: Negroes, 17.67%; Whites, 4.23%; Public, 62.51%; J. R. Fund, 15.59%

### Summary of Types of all Completed Buildings to July 1, 1930

STATE	TYPES																				Homes	Shops
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20			
Alabama.....	147	155	24	15	27	5	3	3	1	1	—	—	—	—	—	—	—	1	—	7	9	
Arkansas.....	49	145	50	36	12	13	4	9	1	2	—	1	—	1	—	1	—	—	—	18	23	
Florida.....	14	39	15	9	8	9	5	3	1	2	—	—	1	1	1	2	—	—	—	1	3	
Georgia.....	28	63	43	37	18	14	4	3	1	2	1	—	—	—	—	—	1	—	—	11	6	
Kentucky.....	82	23	7	13	3	6	2	3	1	1	—	—	—	—	—	—	—	—	—	2	1	
Louisiana.....	53	182	58	44	21	16	5	3	2	3	1	2	—	—	—	—	1	—	—	29	8	
Maryland.....	56	62	8	4	4	5	2	1	—	—	—	—	—	—	—	—	—	—	—	2	—	
Mississippi.....	43	212	137	59	34	33	6	6	3	—	—	—	—	—	—	—	1	—	—	52	12	
North Carolina.....	131	275	136	104	22	41	13	18	9	9	3	2	—	—	—	1	2	—	1	17	6	
Oklahoma.....	74	54	14	12	6	10	—	—	—	—	—	—	—	—	—	—	—	—	—	16	3	
South Carolina.....	37	180	68	90	27	34	2	11	3	2	3	3	—	1	—	1	—	—	—	6	8	
Tennessee.....	98	127	47	23	11	14	4	6	6	3	—	1	1	1	—	1	—	—	—	8	7	
Texas.....	90	193	60	45	19	15	4	—	—	—	—	1	1	—	—	—	—	—	—	27	20	
Virginia.....	72	177	41	32	6	14	3	4	1	1	1	—	—	—	—	—	—	—	—	2	9	
Totals.....	974	1887	708	523	218	229	53	75	29	27	9	11	1	4	3	7	2	1	1	198	115	



# *Plan for Distribution of Aid in Construction of Buildings*

*Year Beginning July 1, 1930 and Ending June 30, 1931*

1. Julius Rosenwald Fund cooperates with State Departments of Education in efforts to provide and equip modern public schoolhouses for the Negroes of Southern States. Such equipment as desks, blackboards, heating apparatus, ample vocational training facilities for both boys and girls, libraries, and sanitary privies is deemed of equal importance with the schoolhouses themselves.

2. Aid will be granted toward the construction and equipment of schools from two- to six-teacher types where the term is at least six months, seven or more months being preferred, and FOR SCHOOLS ABOVE A SIX-TEACHER TYPE WHERE THE TERM IS TO BE AT LEAST EIGHT MONTHS.

3. The site on which the school is to be located must contain at least two acres of land deeded to the public school authorities and be approved by the State Department of Education in order to qualify for aid by the Fund. In larger schools more land should be provided to furnish ample playground facilities, agricultural plots, vocational shops, teachers' homes, parking space, etc.

4. Every building—school, teachers' home and vocational unit—must be erected on COMMUNITY SCHOOL PLANS furnished by the Fund or on plans prepared by State Departments of Education or by school architects and approved by the Director for Southern Schools before construction is begun. When an architect is employed sketches of plans should be submitted for approval before being drawn in complete detail.

5. Application for aid will be made in triplicate by the County Superintendent through the State Department of Education on blanks furnished by the State Department. In addition to the amount appropriated by the public school authorities, it is expected that the Negroes themselves contribute money, material, or labor at every school where the Fund gives aid. When the building is fully completed and equipped final inspection is to be made by an authorized representative of the State Department of Education and report submitted in triplicate on regular forms to the Director for Southern Schools. When this is approved payment of the Fund's obligation will then be made through the State Department of Education.

6. Aid for the construction of school buildings will be given in towns and cities as well as in rural areas to schools which offer at least the first two years of high school work, it being understood that schools located in towns and cities shall have adequate vocational buildings or units for both boys' and girls' work and a trained teacher for each.

7. Allotments will be made for larger types of school buildings—seven-teacher or more—ONLY AFTER STUDY BY A REPRESENTATIVE OF THE FUND of the needs of the community with special reference to high school work, to vocational training and to the consolidation of schools.

8. Aid for the construction of industrial units will be given on the understanding that adequate equipment shall be installed and one or more teachers with vocational training employed.

9. Special aid for equipping vocational buildings—\$100 per room—will be offered on the understanding that the contribution of the Fund will be not more than one-third the total sum expended for such equipment—the equipment to be selected by or with the approval of the state supervisors of agriculture, of trades, and of home economics.

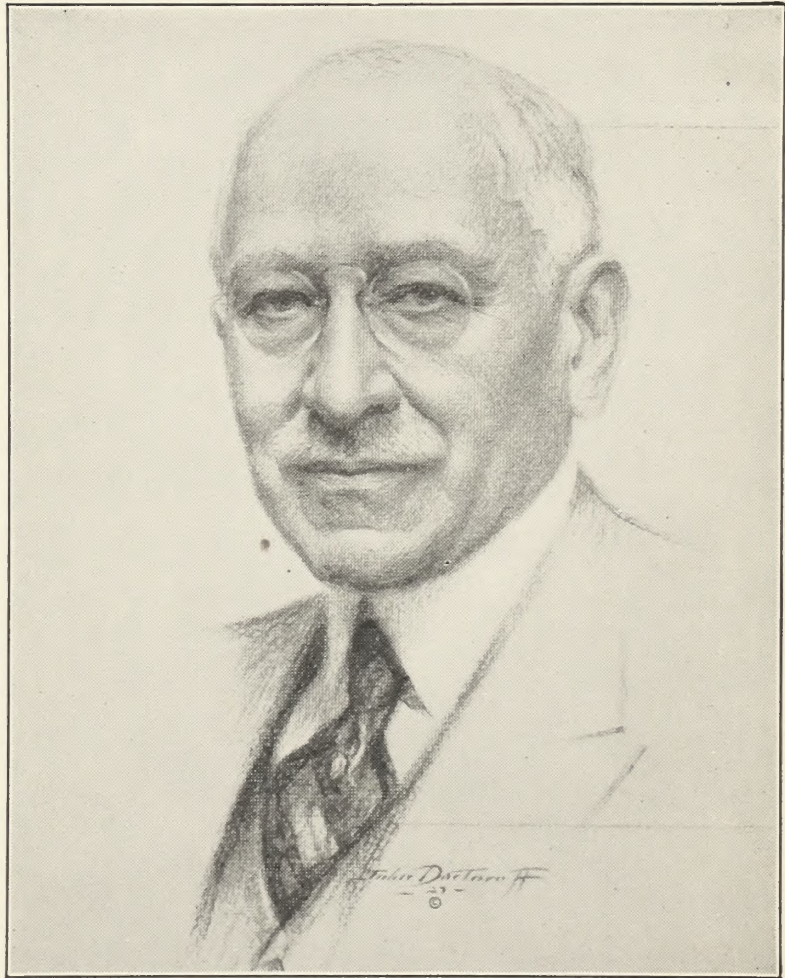
10. Aid will be given in the construction of a selected number of teachers' homes in connection with Rosenwald schools of three-teacher type or larger where the annual school term is at least eight months. In allocating aid for teachers' homes preference will be given to consolidated schools where trained teachers are employed.

11. Wherever aid is given the local school authorities are to agree to carry a reasonable amount of insurance on the building and furniture.

12. For further information communicate with your County or City Superintendent or State Department of Education.







MR. JULIUS ROSENWALD





# NEGRO EDUCATION IN TEXAS

FROM 1865 TO 1900

TEXAS



2027



# NEGRO EDUCATION IN TEXAS

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## SPECIAL ACTIVITIES AND INDUSTRIAL AID

---

S. M. N. MARRS,  
*State Superintendent of Public Instruction.*

G. T. BLUDWORTH

AND

D. B. TAYLOR,  
*State Supervisors of Negro Education*



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BULLETIN NO. 212

OCTOBER, 1926

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ISSUED BY STATE DEPARTMENT OF EDUCATION  
AUSTIN

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## FOREWORD

A review of the present status of the public schools for negroes in Texas impresses one with the fact that marked improvement has been made in public provision for negro education in recent years. The colored schools, in spite of some unfavorable conditions, are making rapid progress.

Improvement is especially marked in the erection of modern buildings, improved equipment, the selection of better prepared teachers, the introduction of industrial and vocational work into the courses of study, longer school terms, and increased salaries for teachers. Other noteworthy features of progress are: (a) increased interest in the improvement and beautification of school grounds; (b) a broader and more practical course of study, including instruction in sanitation, health, and correct living standards; (c) and the marked decrease in negro illiteracy—from 24.6 per cent in 1910 to 17.8 per cent in 1920. But while it is true that the colored schools of the State have been improved during recent years, there is much yet to be done to bring them up to a satisfactory standard of efficient service. In many counties and school districts colored schools are inadequately supported. Their terms are too short for efficient work; their teachers are ill-prepared for the work; classrooms are overcrowded and woefully lacking in essential equipment and supplies; and many of the schools are housed in buildings wholly unsuited to successful school work.

The present backward condition of negro schools is due largely to the following general causes: (a) inadequate supervision; (b) improper housing and lack of adequate equipment; (c) the failure of local school officials to employ competent teachers and to provide essential equipment and supplies; and (d) irregularity of attendance.

It is encouraging to note, however, that in each of these particulars there is evidence of improvement. Many county superintendents and other local school officials are giving more and more attention to the supervision of colored schools; local trustees in ever increasing numbers are coming to a recognition of the justice of the negro school's claim on school district funds for maintenance on a reasonable and efficient basis; making possible longer terms, the employment of competent teachers at a living wage, and the improvement of school housing conditions. With the improvement of the schools has come better attendance on the part of the pupils.

For the scholastic year 1924-25 the per capita cost of instruction in negro schools was \$14.00, an amount equal to the State per capita apportionment for the year. In that year the total expenditures for salaries of colored teachers was \$2,445,065.00; and the total enrollment in the schools was 195,911 pupils. The per capita cost for instruction, on the basis of salaries alone, was \$12.50. Adding to this the per capita cost of free text books furnished by the State, \$1.50, gives a total per capita cost of instruction of \$14.00 for the year.

The administration of the Colored School Division of the State Department of Education is concentrated on the following lines of activity:

1. Establishment, maintenance and improvement of County Training Schools.
2. County supervision of industrial work—Jeanes Teachers.
3. Teacher training in summer schools.
4. Erection and equipment of model schoolhouses and teachers' homes—Distribution of Rosenwald Aid.
5. Standardization of negro high schools.

In the development and improvement of its colored schools, the State has received generous aid from the following Foundations: The General Education Board, The Slater Board, The Jeanes Fund, and The Julius Rosenwald Fund; and acknowledgment is here made of the generosity and helpfulness of the officers and agents of these organizations. Without their assistance much of the progress noted in the following account of the work of Negro Schools in Texas would have been very difficult, if not impossible, of accomplishment. Funds appropriated by the General Education Board have been used by the State in providing supervision of the colored schools, in the support of the industrial work of the County Training Schools and in the support of Summer Schools for negro teachers. From the Slater Board the State has received aid in the establishment and maintenance of the County Training Schools; and the Jeanes Fund has contributed liberally to the employment of county industrial agents. The two hundred and seventy, or more, modern, model school buildings erected with the aid of the Rosenwald Fund constitute an outstanding memorial to the generosity and philanthropic spirit of the founder of that Fund.



## COUNTY TRAINING SCHOOLS

The County Training Schools for Negroes in the South had their beginning in 1911-12. A number of county superintendents, who realized the need in the South of properly qualified negro rural teachers and who saw that, under the circumstances, such teachers must be trained near home, requested the Slater Board to assist in the establishment of county rural industrial high schools which would afford the better class of negro pupils opportunities to continue their training beyond the limits of the one-teacher school. The Slater Board responded to the request by appropriating funds for the establishment in each of a number of counties in the Southern States a rural industrial high school, in which was offered an elementary teacher training course. The administration and control of these schools remained wholly in the hands of local school authorities, the Slater Board's activities in connection with the training schools being confined to the assistance of local school officials in the establishment and maintenance of the schools.

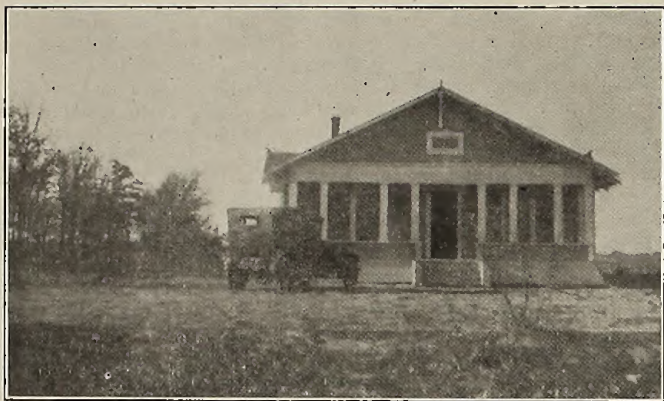
During the school year 1919-1920 there were five County Training Schools in Texas; located in Camp, Guadalupe, Lavaca, Trinity, and Walker Counties. Each school received \$500.00 annually for a period of three years from the Slater Board toward paying the salary of an industrial teacher or a first class primary teacher. Since that time additional training schools have been established in Bastrop, Cherokee, Fort Bend, Gregg, Harrison, Henderson, Houston, Hunt, Jasper, Lee, Limestone, McLennan, Milam, Navarro, Travis, Washington, and Williamson Counties, making a total of twenty-two for the State. Two of these counties have been dropped from the list. Three additional counties, Cass, Freestone and Liberty will be on the list for 1926-27.

In addition to the aid received from the Slater Board, the training schools have received substantial aid from the General Education Board, in the form of financial assistance in the erection of shops and teachers' homes, in the purchase of industrial and other equipment, and for supplementing the salaries of teachers.

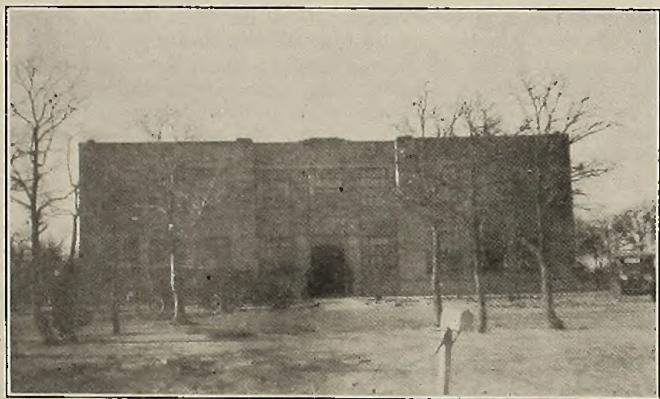
An attempt has been made, and to a degree successfully, so to modify and revise the courses of study in these schools as to make them in fact, as well as in name, rural industrial high schools, meeting the needs of the rural communities in which they are located. Briefly stated, these modifications and revisions have been in the direction of giving less attention to formal high school matter—such as Latin, algebra, and rhetoric—and more attention to fundamental elementary subjects and vocational work.

In all of the training schools some form of vocational work is offered; in a number of them courses in home economics, agriculture, and farm shop work are available.

Texas County Training Schools have received financial aid during the past five school years as follows:



Teachers' Home, Limestone County Training School



Limestone County Training School, Woodland, Limestone County



*Slater Fund—Teachers' Salaries*

For the year 1920-21 .....	\$ 4,350.00
For the year 1921-22 .....	4,450.00
For the year 1922-23 .....	4,500.00
For the year 1923-24 .....	4,750.00
For the year 1924-25 .....	4,500.00
For the year 1925-26 .....	6,000.00
Total .....	<u>\$28,550.00</u>

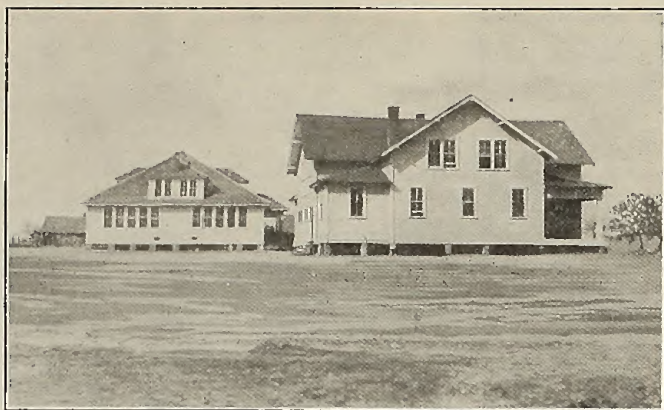
*General Education Board—Teachers' Salaries*

For the year 1920-21 .....	\$ 3,182.00
For the year 1921-22 .....	2,545.00
For the year 1922-23 .....	1,909.00
For the year 1923-24 .....	1,273.00
For the year 1924-25 .....	1,386.00
For the year 1925-26 .....	750.00
Total .....	<u>\$11,045.00</u>

*General Education Board—Equipment*

For the year 1920-21 .....	\$ 4,300.00
For the year 1921-22 .....	3,000.00
For the year 1922-23 .....	2,900.00
For the year 1923-24 .....	2,700.00
For the year 1924-25 .....	1,631.25
For the year 1925-26 .....	2,602.45
Total .....	<u>\$17,133.70</u>

Grand total for six years .....	<u>\$56,728.00</u>
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Girls' Dormitory and Vocational Building      Administration Building  
Camp County Training School, Center Point



Cherokee County Training School, Jacksonville, Texas

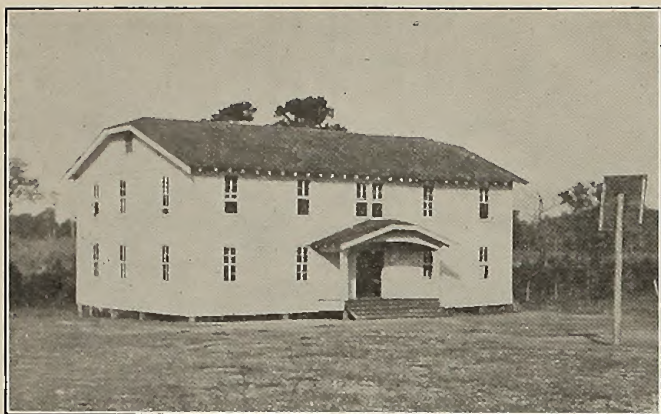


TEXAS COUNTY TRAINING SCHOOLS 1925-1926

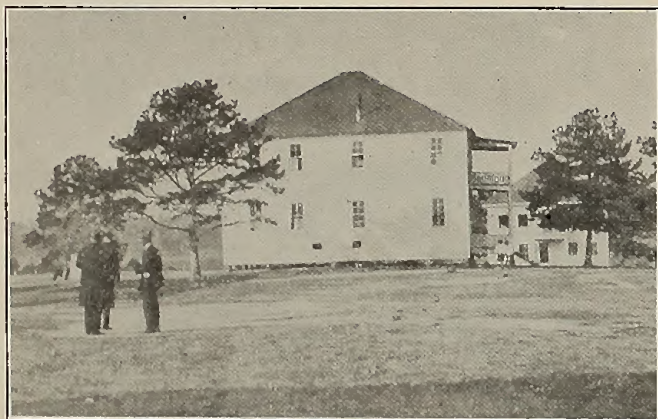
County	Term, Mos.	No. Teach- ers	Salaries	Cost of Grounds and Buildings	No. Class Rooms	Teachers Home	Acce- age	Enrollment		Industries Taught
								High School	Ele- mentary	
Bastrop	8	5	\$ 3,320 00	5,250 00	7	No	2	34	186	Voc. Agr., Shop Work, Home Economics
Brazoria	8	5	4,619 96	2,920 00	6	Yes	7	51	99	Voc. Agr., Shop Work, Home Economics
Cherokee	9	7	4,785 00	5,499 00	6	No	4	47	346	Vocational Agriculture, Home Economics
Ft. Bend	9	7	5,670 00	10,700 00	6	Yes	7	40	180	Voc. Agr., Shop Work, Home Economics
Gregg	8	4	2,320 00	3,200 00	6	No	11	25	238	Shop Work, Canning, Home Economics
Guadalupe	8	6	4,800 00	6,250 00	5	Yes	9	20	126	Voc. Agr., Home Economics, Shop Work
Harrison	8	4	2,500 00	5,500 00	4	No	9	5	128	Vocational Agriculture, Home Economics
Henderson	8	3	3,160 00	6,000 00	3	No	2	3	128	Vocational Agriculture, Home Economics
Houston	8	4	3,160 00	6,000 00	3	No	9	42	150	Vocational Agriculture, Home Economics
Jasper	8	3	2,300 00	8,300 00	3	No	3	20	69	Vocational Agriculture, Shop Work
Lavaca	9	12	8,392 00	7,000 00	11	Yes	9	51	381	Voc. Agr., Home Economics, Shop Work
Lee	8	5	3,220 00	3,000 00	5	Yes	11	31	102	Vocational Agriculture, Home Economics
Lincolnton	8	4	2,920 00	3,500 00	4	Yes	5 1/2	17	85	Shop Work
Nolan	9	7	7,275 00	35,900 00	10	Yes	7	28	179	Home Economics, Shop Work
Nueces	8	6	4,410 00	26,000 00	8	Yes	6 1/2	51	249	Voc. Agr., Shop Work, Home Economics
Navarro	8	6	2,620 00	12,000 00	7	Yes	4	15	249	Home Economics
Wiley	8	4	2,620 00	14,500 00	7	No	30	89	111	Shop Work, Home Economics
Wichita	8	6	4,680 00	10,500 00	7	Yes	30	89	111	Shop Work, Home Economics
Washington	8	1	2,820 00	3,200 00	5	Yes	2	12	153	Vocational Agriculture, Home Economics

TOTALS

Number County Training Schools	19	Number of acres of land	199 1/2
Number teachers	103	Number of pupils enrolled in high school grades	615
Average length of school term in months	8 1/2	Number of pupils enrolled in elementary grades	3,205
Salaries	\$ 84,600	Industries taught in 14 schools	
Costs of grounds and buildings	\$ 165,719 00	Shop Work taught in 11 schools	
Number of class rooms	112	Home Economics taught in 17 schools	
Number of Rosenwald teachers homes	11	Canning taught in 1 school	
Number of Rosenwald school buildings	11		



Boys' Dormitory  
Galliee County Training School, Galliee, Walker County



Administration Building                      Industrial Building  
Galliee County Training School, Galliee, Walker County



## JEANES SUPERVISING INDUSTRIAL TEACHERS

Jeanes supervising industrial teachers were employed in nineteen counties in Texas in 1925-26. The number of these teachers employed in Texas in 1919-20 was six. During the intervening period the work of these teachers has, therefore, been extended to thirteen additional counties.

Texas counties in which Jeanes industrial teachers were employed during the year 1925-26 were Bastrop, Burleson, Camp, Cass, Cherokee, Fort Bend, Harris, Harrison, Houston, Kaufman, Limestone, Marion, Milam, Morris, Smith, Travis, Trinity, Washington, and Williamson. Two additional counties, Henderson and Liberty, will be on the list for 1926-27.

Jeanes industrial teachers, working under the direction of the county superintendent, paid by the county with the aid of the Jeanes Fund, visit the rural schools of their counties, helping and encouraging the teachers; introducing into the small country schools simple home industries; giving talks and lessons on sanitation, cleanliness, and better standards of living; promoting improvement of schoolhouses and school grounds; and organizing clubs for school and neighborhood betterment. That the Texas Jeanes teachers have succeeded remarkably well in their work is shown by the reports made by their superintendents, who are practically unanimous in the statement that marked improvement in the negro rural schools has resulted from the work of the Jeanes teachers.

Jeanes supervising teachers are employed for a minimum term of eight months, at salaries ranging from \$80.00 to \$125.00 per month. For the payment of the salaries of these teachers during the scholastic year 1925-26, the Jeanes Fund contributed \$8,375.00; and the counties, approximately \$5,135.00.

Appropriations made by the Jeanes Fund for the support of the work in Texas since 1919-20 have been as follows:

1919-20 .....	\$ 2,800.00
1920-21 .....	6,838.00
1921-22 .....	6,770.00
1922-23 .....	6,200.00
1923-24 .....	7,000.00
1924-25 .....	7,130.00
1925-26 .....	8,375.00
Total .....	<u>\$45,130.00</u>

## TEACHER TRAINING IN SUMMER SCHOOLS

Special efforts have been made to improve facilities for training negro teachers in summer schools. For many years school authorities have recognized the need of better trained negro teachers for the public schools of the State. Outside of Prairie View State Normal and Industrial Institute, little industrial training was offered prospective teachers; summer normals were little more than a farce, as regards real teacher training; and no summer schools, other than at Prairie View, were provided for negro teachers in the State.

During the past six years summer schools offering special courses for teachers have been maintained in connection with several of the negro colleges of the State. In these summer schools, subject matter and methods of teaching in the primary and intermediate grades have been emphasized. Vocational and industrial work, applicable to the rural schools, have also been stressed. Special efforts have been made to secure trained teachers as instructors in the summer schools.



Ellers Industrial Training School, Lavaca County

In one denominational college, Texas College, Tyler, a critic teacher is employed for the regular and summer sessions to direct the teacher training work in the normal department. Five colleges, Wiley University, Texas College, Samuel Huston College, Bishop College, and Prairie View State Normal and Industrial College, have been approved by the State Department of Education for the issuance of State certificates. The recognition of these institutions by the State Department has materially improved the summer school work.

It should be noted also that one of the County Training Schools, Galilee, in Walker County, offers special work in teacher-training, under the direction of a critic teacher whose employment was made possible by a special appropriation from the General Education Board.



Financial aid for the maintenance of summer school work in Texas has been provided as follows:

1919-20

Summer School salaries by the General Education Board . . .	\$ 800.00
Expenses of teachers to Hampton and Tuskegee by General Education Board . . . . .	791.00
Salaries in Summer Normals, by Col. Geo. W. Brackenridge . . .	3,000.00
Total . . . . .	<u>\$ 4,591.00</u>

1920-21

Summer School salaries, by the General Education Board . . .	\$ 2,400.00
Expenses of teachers to Summer Schools, by the General Education Board . . . . .	928.00
Total . . . . .	<u>\$ 3,328.00</u>

1921-22

Summer School salaries, by the General Education Board . . .	\$ 2,600.00
Expenses of teachers to Summer Schools, by the General Education Board . . . . .	750.00
Total . . . . .	<u>\$ 3,350.00</u>

1922-23

Summer School salaries, by the General Education Board . . .	\$ 3,650.00
Expenses of teachers to Hampton and Tuskegee, by the General Education Board . . . . .	1,100.00
Total . . . . .	<u>\$ 4,750.00</u>

1923-24

Summer School salaries, by the General Education Board . . .	\$ 2,950.00
Expenses of teachers to Hampton and Tuskegee, by the General Education Board . . . . .	990.00
Total . . . . .	<u>\$ 3,940.00</u>

1924-25

Summer School salaries, by the General Education Board . . .	\$ 1,800.00
Expenses of teachers to Hampton and Tuskegee, by the General Education Board . . . . .	140.00
Total . . . . .	<u>\$ 1,940.00</u>

1925-26

Summer School salaries, by the General Education Board . . .	\$ 1,800.00
Expenses of teachers to Hampton and Tuskegee, by the General Education Board (not available) . . . . .	
Total . . . . .	<u>\$ 1,800.00</u>
Total for seven years . . . . .	<u>\$23,600.00</u>

## STANDARDIZATION OF NEGRO HIGH SCHOOLS

Negro high schools are classified according to the unit plan; that is, the school is classified as a unit rather than by subjects. A recent survey showed that there were in Texas one hundred and eighty, or more, negro schools doing one or more years of high school work.

Negro high schools are inspected and classified on applications made by the superintendents and boards of education in charge of the schools.

Prior to this year, the following schools had been classified as first class four-year high schools: Booker T. Washington, Dallas; Charlton-Pollard, Beaumont; Douglass, San Antonio; Jarvis Christian Institute Academy, Hawkins; Paul Quinn Academy, Waco; Samuel Huston Academy, Austin; Prairie View Academy, Prairie View.

In June of this year the State Committee on Classification and Affiliation added to the list of first class four-year high schools Tillotson Academy, Austin; Guadalupe Academy, Seguin; Wiley Academy, Marshall; Bishop Academy, Marshall; Texas Academy, Tyler; Mary Allen Seminary, Crockett; Anderson, Austin; St. John's Institute, Austin; Jack Yates, Houston; Old Colored High, Houston; Lincoln, Port Arthur; Dunbar, Texarkana; Moore, Waco; I. M. Terrell, Fort Worth; Gibbons, Paris; Jackson, Corsicana; Central High, Galveston; Central High, Marshall.

Twenty-five negro high schools have been designated by the State committee as four-year high schools of the first class. No official action has yet been taken on the list of three, two and one-year high schools.

### REQUIREMENTS FOR CLASSIFICATION OF NEGRO HIGH SCHOOLS

The following requirements were adopted by the Committee for the Classification of High Schools:

	First Class	Second Class	Third Class
1. Number of years in course.....	4	3	2
2. Minimum length of term (months).....	9	8	7
3. Minimum number of high school teachers.....	3	2	1
4. Minimum annual salary for high school teachers.....	\$ 700 00	\$ 650 00	\$ 600 00
5. Minimum number of elementary teachers.....	5	4	3
6. Number of units required for graduation.....	16	12	8
7. Approximate cost of high school library.....	\$ 250 00	\$ 200 00	\$ 125 00
8. Minimum number of units of science equipped with standard laboratory apparatus.....	Optional	Optional	Optional
9. Approximate cost of laboratory equipment.....	Optional	Optional	Optional
10. Minimum length of recitation period (minutes).....	45	40	35
11. Maximum number of classes per teacher (daily).....	6	7	8
12. Training of teachers.....	50 per cent to have degrees	One-third to have degrees	At least two years college training
(Teaching high school subjects)			
13. Maximum number of pupils per class in high school.....	40	40	40
14. Minimum requirement of modern language (years).....	Optional	Optional	Optional
15. Permanent records—To meet requirement of the State Department of Education.			



LIST OF NEGRO HIGH SCHOOLS WITH NUMBER OF YEARS OF WORK GIVEN

*Four-Year*

Austin	Galilee (Huntsville)	San Angelo
Bastrop	Groesbeck	Powell Point
Beaumont	Galveston	(Kendleton)
Belton	Hillsboro	San Antonio
Cameron	Houston	Sherman
Carthage	Hearne	Sulphur Springs
Center Point	Jasper	Temple
(Pittsburg)	Jefferson	Terrell
Corsicana	Marlin	Texarkana
Cuero	Marshall	Timpson
Dallas	Mexia	Tyler
Denison	Nacogdoches	Victoria
Ennis	Palestine	Waco
El Paso	Paris	Waxahachie
Fort Worth	Pittsburg	Wichita Falls
Gainesville	Port Arthur	

*Three-Year*

Abilene	Navarro County	Navasota
Brownwood	Training School	Orange
Calvert	(Kerens)	Port Lavaca
Caldwell	Georgetown	Rockdale
Center	Giddings	Rusk
Chapel Hill	Goliad	San Marcos
Clarksville	Gonzales	Schulenburg
Cleburne	Greenville	Seguin
Columbus	Hempstead	St. Paul (Greenville)
Conroe	Henderson	Trinity County Train-
Crockett	Honey Grove	ing School (Nig-
Dayton	Humble	ton)
Denton	Huntsville	Woodland (Mexia)
Eagle Lake	Italy	Silsbee
Edna	Jacksonville	Somerville
Los Angeles Heights	La Grange	Sour Lake
(San Antonio)	Longview	Stephenville
Sauney Chapel	Lovelady	Taylor
(Chapel Hill)	Luling	Teague
Eilers Industrial	Madisonville	Trinity
Training School	Manor	Vernon
(Hallettsville)	Mart	Waelder
Gregg County Train-	Mineral Wells	Willis
ing School (Elder-	Montgomery	Yoakum
ville)	Mt. Pleasant	

*Two-Year*

Alto	Forney	Mineola
Antioch	Garrison	New Waverly
Athens	Grapeland	Onalaska
Atlanta	Groveton	Pilot Point
Bartlett	Hallettsville	Pineland
Bay City	Howland	Reagan
Beeville	Klondike	Smithville
Big Sandy	Lockhart	St. Paul (Malakoff)
Bonham	Lone Oak	Troup
Bremond	McGregor	Wallis
Corrigan	McKinney	Waskom
Detroit	Midway	Wolfe City
Ferris	Milford	Woodlawn

*One-Year*

Alief	China	Kyle
Anson	Corpus Christi	Ladonia
Annona	El Campo	Lubbock
Beckville	Elgin	Nixon
Bloomburg	Elmo	Plano
Brookshire	Fairfield	Runge
Buda	Granger	Sealy
Bullard	Gilmer	Shiner
Burkville	Hemphill	Spring

ENROLLMENT IN HIGH SCHOOL SUBJECTS, 1924-25

The following figures show the enrollment in high school subjects in common and independent school districts:

	Independent School District	Common School District	Total
Agriculture.....	1,483	483	2,066
Algebra.....	6,425	1,474	7,899
Ancient and Medieval History.....	3,090	974	4,064
Civil Government.....	2,776	967	3,743
Composition.....	5,843	1,449	7,292
General Science.....	454	171	625
Physical Geography.....	2,463	1,171	3,634
Plane Geometry.....	2,052	402	2,454
Solid Geometry.....	676	—	676
English Grammar.....	1,209	239	1,448
Home Economics.....	3,064	273	3,337
Hygiene and Home Nursing.....	112	20	132
Latin.....	4,032	134	4,166
American Literature.....	2,083	111	2,196
English Literature.....	1,865	51	1,907
Manual Training.....	1,208	141	1,421
Physiology and Hygiene.....	1,528	749	2,277
Spanish.....	510	45	555
Trades and Industries.....	322	1	323

\*This does not include the County Training Schools in the rural districts every one of which teaches one or more industrial subjects.



## SCHOOL BUILDINGS—ROSENWALD AID

On August 12, 1912, in commemoration of his fiftieth birthday, Mr. Julius Rosenwald contributed \$2,500.00 to Tuskegee Institute to be distributed to such offshoots of Tuskegee Institute as Principal Booker T. Washington should designate. This was one of a number of notable gifts on that occasion. Of the amount allotted to Tuskegee \$2,100.00 was used for an experiment in building in Alabama six rural schools for negroes. The conditions of the experiment required that the negroes, by their own contributions of cash, land or labor, by gifts from white friends, or by grants from public funds, should raise in each community an amount equal to or larger than the amount assigned as Rosenwald aid.

The interest aroused by the campaign for constructing better rural buildings was so great and so many communities sought similar offers of aid that between 1912 and 1920, under the same co-operative plan, Mr. Rosenwald contributed to the erection in the South of 600 rural schoolhouses. Later the offer of aid in the construction of model schoolhouses was extended to the other Southern States; and since 1920 Mr. Rosenwald has been giving approximately one-half million dollars each year to this work.

Up to June 30, 1926, there had been built with the aid of the Rosenwald Fund 3,433 rural school buildings and teachers' homes. By States the numbers are as follows: Alabama 333, Arkansas 202, Florida 29, Georgia 140, Kentucky 106, Louisiana 297, Maryland 87, Mississippi 422, North Carolina 528, Oklahoma 106, South Carolina 327, Tennessee 260, Texas 271, and Virginia 270.

The total cost of all the buildings is estimated to be \$14,828,946.00, of which the negroes contributed approximately 20 per cent, the people of the white race, 5 per cent, the public 56 per cent and the Rosenwald Fund 17.68 per cent. The total of the Rosenwald aid was \$2,621,814.00.

In Texas 271 buildings, consisting of 260 schoolhouses and eleven teachers' homes cost approximately \$1,037,091.00.

Rosenwald aid is allotted to the States on the basis of agreements entered into by the Rosenwald Foundation and the State Superintendent. The aid is distributed to the schools of each State by the authorized agent of the State Department of Education. The erection of the buildings for which aid is given is supervised by the representative of the Department of Education.

A Rosenwald building when erected according to plans and specifications agreed upon by the Fund and the State Department compares favorably with the best, most lasting, and most attractive type of rural school building to be seen in Texas. Plans and blue prints are free and may be had by any school community for the asking.

There have been erected in Texas, up to June 30, 1926, two hundred sixty school buildings and eleven teachers' homes, making two hundred seventy-one Rosenwald buildings completed, inspected and paid for in Texas. This represents fifty-nine counties of the State. Houston County leads in number with seventeen Rosenwald buildings, while Cherokee County has fifteen buildings, Harrison County has thirteen

buildings, Burleson County and Cass County each has eleven buildings, Freestone, Gregg, Lee, Smith and Walker Counties each has nine buildings and Guadalupe and Limestone Counties each has eight buildings.

### ROSENWALD BUILDINGS IN TEXAS TO JUNE 30, 1926

Date	No. Schools	No. Homes	Cost of Buildings	Acreage	Teacher Capacity	Pupil Capacity	No. Buildings by Types						
To June 1922							1*	2	3	4	5	6	Additions
	75	1	\$ 203,776	186	143	6,435	25†	35	9	5	...	...	
1922							1	2	3	4	5	6	
1923	41	2	164,426	125	103	4,635	10	14	9	5	2	2	
1923							1	2	3	4	5	6	
1924	38	3	180,075	177	89	4,005	9	19	4	2	2	2	
1924							1	2	3	4	5	6	
1925	50	4	224,703	142	126	4,670	12	17	10	8	...	3	
1925							1	2	3	4	5	6	
1926	56	1	264,142	158	136	7,140	13	28	7	5	2	1	8
Total	260	11	1,037,091	728	597	26,885	1	2	3	4	5	6	
							70	113	39	24	6	8	8

\*Type of buildings—Classified by number of teachers employed.

†Number of buildings of type shown above.

Total number school buildings.....	260
Total number teachers' homes.....	11
Total number additions.....	8
Total number Rosenwald projects.....	279



## PLAN FOR DISTRIBUTION OF AID FOR BUILDING RURAL SCHOOLHOUSES

YEAR BEGINNING JULY 1, 1926, AND ENDING JUNE 30, 1927

1. The Julius Rosenwald Fund will co-operate through the public school authorities in efforts to provide and equip better rural schoolhouses for the negroes of the Southern States. Such equipment as desks, blackboards, heating apparatus, libraries and sanitary privies is deemed of equal importance with the schoolhouses themselves.

2. The amount appropriated by the fund shall not exceed \$400 for a one-teacher school, \$700 for a two-teacher, \$900 for a three-teacher, \$1,100 for a four-teacher, \$1,300 for a five-teacher, \$1,500 for a six-teacher or larger, \$700 for a four-room teachers' home, \$900 for a five-room teachers' home or larger, and \$200 a room for the addition of one or more classrooms to a Rosenwald school, provided such school has not already received the maximum aid.

3. The Trustees of The Fund and the State Department of Education have agreed as to the number of new buildings in the construction of which they will co-operate.

4. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months, six months or more being preferred.

5. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources: to-wit—from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete and equip the building, including modern desks and two sanitary privies.

6. The site and buildings of each school aided by The Fund shall be the property of the public school authorities.

7. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a school is two acres. For the larger school more land is desirable.

8. In connection with a Rosenwald School of two-teacher type or larger, where the annual school term is eight months or more, The Fund will co-operate in the construction of a teachers' home to be completed and furnished to correspond with the school building. The amount of aid to be given on a teachers' home shall not exceed one-half of the total cost, the maximum allotment from The Fund for such purpose being \$700 for a four-room home and \$900 for a five-room or larger, provided that the aid for a home at a two-teacher schoolhouse shall not exceed \$700. Just as in the case of school buildings, the teachers' home must be deeded to the public school authorities.

9. In response to requests of the various States in building county training schools or county high schools larger than a six-teacher type in order to meet State requirements for high school standardization, the maximum has been changed for such schools only, allowing \$1,700 for a seven-teacher, \$1,900 for an eight-teacher, and \$2,100 for a nine-teacher or larger. Where The Fund has already contributed the maximum amount for a six-teacher county training school or a county high school, and where the school authorities desire to build additional rooms to meet State requirements for high school standardization, an addition of not to exceed three rooms at \$200 a room is authorized. This new maximum will be allowed only after careful investigation in each case.

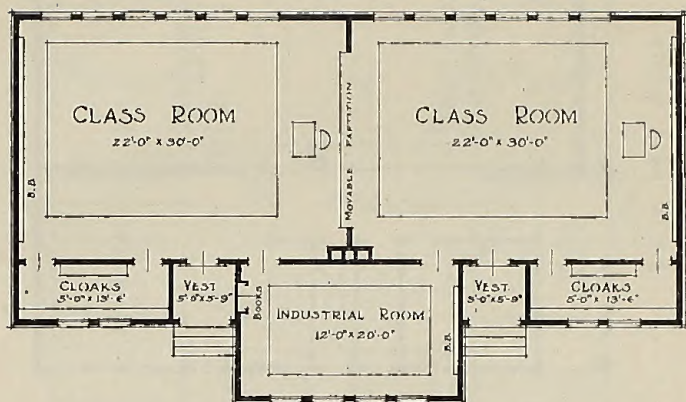
10. Application for aid on a building will be made through the County Superintendent to the State Department of Education on blank forms furnished by the State Department. Every community where an application has been approved agrees to complete and equip its school building with modern desks before June 15, 1927; otherwise such application automatically cancels itself.

11. In general, Rosenwald buildings should be erected in accordance with the State Aid School requirements, and should include the special features required by the Rosenwald Committee. On request, blue prints of plans for the various types of buildings approved by the committee will be sent. The plans are drawn to provide proper lighting and ventilation and clearly designate the direction in which the building is to be faced. **UNDER NO CIRCUMSTANCES SHOULD A PLAN FOR AN EAST OR WEST FACING BUILDING BE USED FOR A NORTH OR SOUTH FACING BUILDING.**

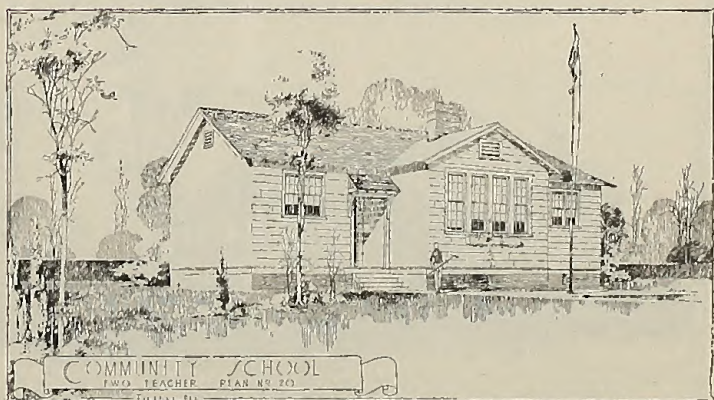
12. Special attention should be given to the following features of the building and equipment:

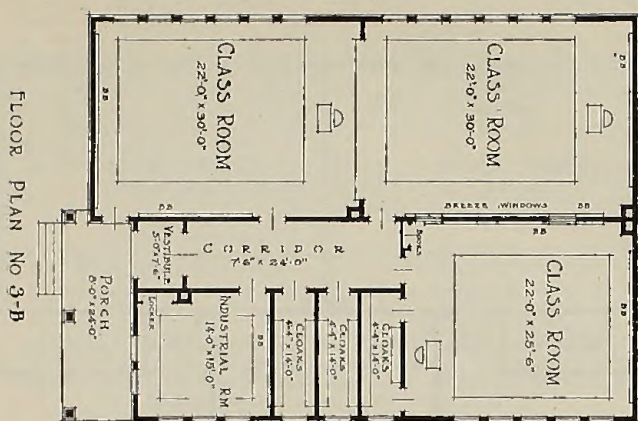
- a. Windows—to be facing the east or west as shown in the plans four feet from the floor and within six inches of the ceiling; the front window on the left not to be nearer than six feet to the front wall; the total classroom lighting space should be at least one-sixth of the total classroom floor space.
- b. Floors—A good quality of finished flooring with close-fitting joints, planed smooth is to be used.
- c. Foundation—Should be substantial and so constructed as not to be disturbed by weather conditions. Stone, concrete, or brick piers are required.
- d. Flue—Brick flues built from the ground up to a point about eighteen inches above the highest point of the roof.
- e. Doors—All outside doors should be of heavy substantial material, equipped with good, substantial locks, knobs, etc.
- f. Blackboards—Should be of a standard quality.
- g. Paint—All exterior and interior wood work should be painted in an approved and workmanlike manner, with at least two coats of paint. The exterior may be any color desired, but the interior should be painted according to instructions furnished with the plans.
- b. Equipment—The building must be equipped with modern serviceable desks, charts, globes, etc. (The equipment need not be new, but it must be modern, serviceable and in good condition.) Two well-built sanitary toilets must be on the grounds.
- i. Stoves—There must be a jacketed stove to insure proper heating throughout the rooms. (Plans for a home-made jacket can be obtained from this Department.)





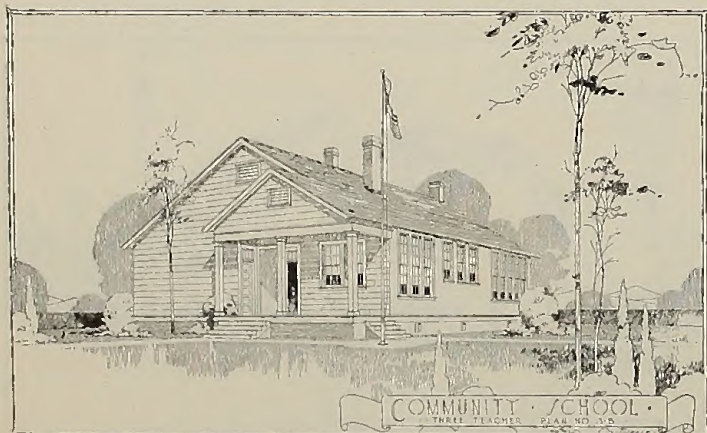
FLOOR PLAN No 20  
TWO TEACHER COMMUNITY SCHOOL  
TO FACE EAST OR WEST ONLY



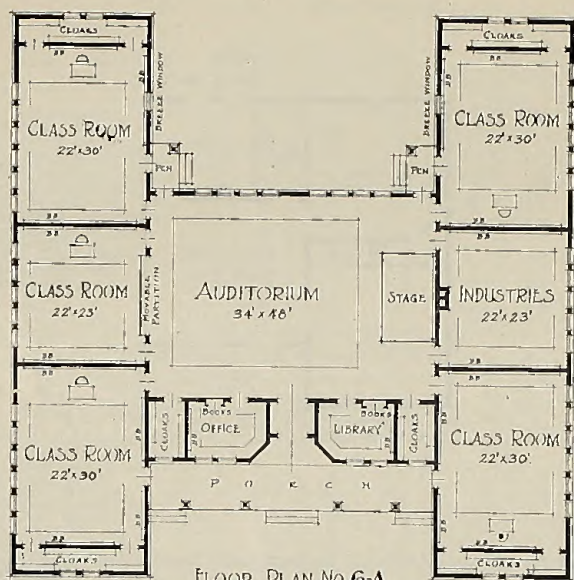


### THREE TEACHER COMMUNITY SCHOOL

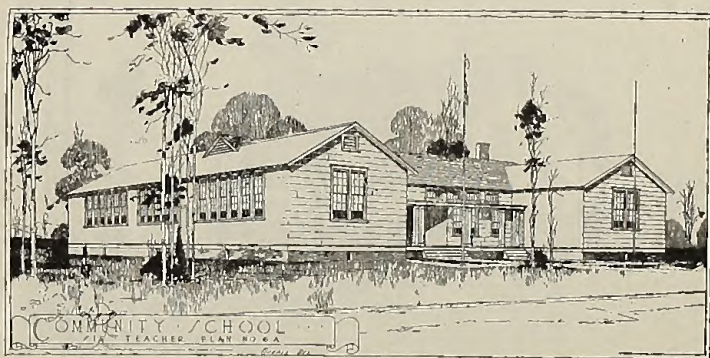
TO FACE NORTH OR SOUTH ONLY

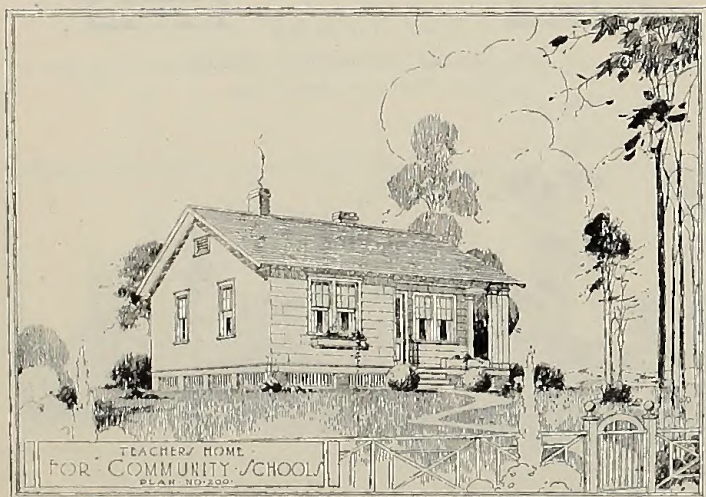
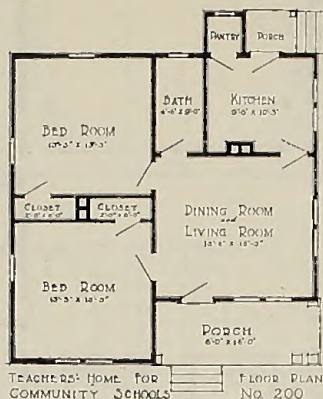






FLOOR PLAN NO 6-A  
SIX TEACHER COMMUNITY SCHOOL  
TO FACE NORTH OR SOUTH ONLY







# CERTIFICATION OF NEGRO TEACHERS, 1924-25

## I. COMMON SCHOOL DISTRICTS

Class of Certificate	Class Room Teachers			Principals		
	Male	Female	Total	Male	Female	Total
Second Grade County	10	32	42	8	23	31
Second Grade State	74	515	589	52	137	189
Second Class Elementary	7	69	76			
Second Class High School		11	11			
First Grade City						
First Class Elementary	18	144	162	9	39	48
First Class High School	2	10	12	3	10	13
First Grade State	86	387	473	59	120	179
Permanent Primary City						
Permanent Primary State	7	55	62	4	10	14
Permanent City						
Permanent Elementary	1	1	2		1	1
Permanent High School	3	6	9	1		1
Permanent State	89	202	291	70	110	180
Total	297	1432	1729	206	450	656

## II. INDEPENDENT SCHOOL DISTRICTS

Class of Certificates	Class Room Teachers			Principals		
	Male	Female	Total	Male	Female	Total
Second Grade City	1	2	3			
Second Grade County	2	8	10			
Second Grade State	24	210	234	4	8	12
Second Class Elementary		20	20			
Second Class High School	2	4	6			
First Grade City		5	5			
First Class Elementary	3	29	32			
First Class High School	2	20	22		1	3
First Grade State	62	402	464	34	10	44
Total	96	700	796	42	19	67

# TRAINING OF TEACHERS, 1924-25

## I. COMMON SCHOOL DISTRICTS

	Teachers					
	Elementary			High Schools		
	Male	Female	Total	Male	Female	Total
Graduates of no school	117	581	698	7	1	8
Graduates of high schools	73	431	504	14	4	18
Graduates of State Normal	89	265	354	20	6	26
Graduates of college or university	29	81	110	4	1	5
Total	308	1358	1666	45	12	57

	Principals					
	Elementary			High Schools		
	Male	Female	Total	Male	Female	Total
Graduates of no school	84	135	219	7	6	13
Graduates of high school	49	145	194	6	8	14
Graduates of State Normal	39	97	136	9	8	17
Graduates of college or university	22	33	55	8		8
Total	194	410	604	30	22	52

## II. INDEPENDENT SCHOOL DISTRICTS

	Teachers					
	Elementary			High School		
	Male	Female	Total	Male	Female	Total
Graduates of no school	37	173	210	4	3	7
Graduates of high school	38	291	329	11	5	19
Graduates of State Normal	46	432	478	31	41	75
Graduates of college or university	25	131	156	43	59	156
Total	146	1027	1173	92	111	203

	Principals					
	Elementary			High School		
	Male	Female	Total	Male	Female	Total
Graduates of no school	9	12	21	1	1	2
Graduates of high school	9	15	24	8	2	10
Graduates of State Normal	53	28	81	32		32
Graduates of college or university	20	12	32	37	4	41
Total	91	67	158	78	7	85

	Supervisors					
	Elementary			High School		
	Male	Female	Total	Male	Female	Total
Graduates of no school		1	1			
Graduates of high school					1	1
Graduates of State Normal	2	1	3			
Graduates of college or university	1		1			
Total	3	2	5		1	1

## SCHOLASTIC POPULATION

The total scholastic population of Texas, white and negro for the year 1924-25, was 1,321,600. Of this number 227,445 were negroes. The negro scholastic population was approximately seventeen per cent of the total scholastic population.

### NEGRO SCHOOL ENROLLMENT, 1924-25

	Elementary	High School	Total
Common School Districts	97,092	3,142	100,234
Independent School Districts	86,030	9,647	95,677
Total	183,122	12,789	195,911

### • NUMBER OF NEGRO TEACHERS AND SALARIES, 1924-25

	Teachers			Salaries		
	Male	Female	Total	Male	Female	Total
Common School District	522	1,866	2,388	\$ 281,903	\$ 735,018	\$1,016,921
Independent School District	456	1,592	2,048	\$ 406,306	\$ 1,021,838	\$1,428,144
Total	978	3,458	4,436	\$ 688,209	\$1,756,856	\$2,445,065

Annual per capita expenditure for teachers' salaries, \$12.12

Total per capita expenditure for buildings, \$20.29.



# NEGRO SCHOLASTIC ENROLLMENT BY SEX AND GRADE, INDEPENDENT AND COMMON SCHOOL DISTRICTS, 1924-25

	Independent School Districts	Common School Districts	Total
<b>Boys</b>			
Kindergarten.....	187	1,324	1,511
First grade.....	13,091	16,459	29,550
Second grade.....	6,295	6,872	13,167
Third grade.....	6,211	7,206	13,417
Fourth grade.....	5,686	6,087	11,773
Fifth grade.....	4,455	4,711	9,166
Sixth grade.....	3,271	3,512	6,783
Seventh grade.....	2,297	2,257	4,554
Total elementary.....	41,493	48,428	89,921
Eighth grade.....	1,550	724	2,274
Ninth grade.....	919	337	1,256
Tenth grade.....	621	239	860
Eleventh grade.....	322	13	335
Total high school.....	3,412	1,313	4,725
Grand total.....	44,905	49,741	94,646
<b>Girls</b>			
Kindergarten.....	191	1,185	1,376
First grade.....	12,183	14,309	26,492
Second grade.....	6,377	6,414	12,791
Third grade.....	6,829	6,714	13,543
Fourth grade.....	6,311	6,303	12,614
Fifth grade.....	5,489	5,714	11,203
Sixth grade.....	4,608	4,786	9,394
Seventh grade.....	3,690	3,239	6,929
Total elementary.....	45,478	48,664	94,142
Eighth grade.....	2,718	1,022	3,740
Ninth grade.....	1,710	487	2,197
Tenth grade.....	1,150	302	1,452
Eleventh grade.....	743	18	761
Total high school.....	6,321	1,829	8,150
Grand total.....	51,799	50,493	102,292
<b>Boys and Girls</b>			
Kindergarten.....	378	2,509	2,887
First grade.....	25,274	30,768	56,042
Second grade.....	12,672	13,286	25,958
Third grade.....	12,840	13,920	26,760
Fourth grade.....	11,997	12,390	24,387
Fifth grade.....	9,944	10,425	20,369
Sixth grade.....	7,879	8,298	16,177
Seventh grade.....	5,987	5,496	11,483
Total elementary.....	86,971	97,092	184,063
Eighth grade.....	4,268	1,746	6,014
Ninth grade.....	2,629	824	3,453
Tenth grade.....	1,771	541	2,312
Eleventh grade.....	1,065	31	1,096
Total high school.....	9,733	3,142	12,875
Grand total.....	96,704	100,231	196,938



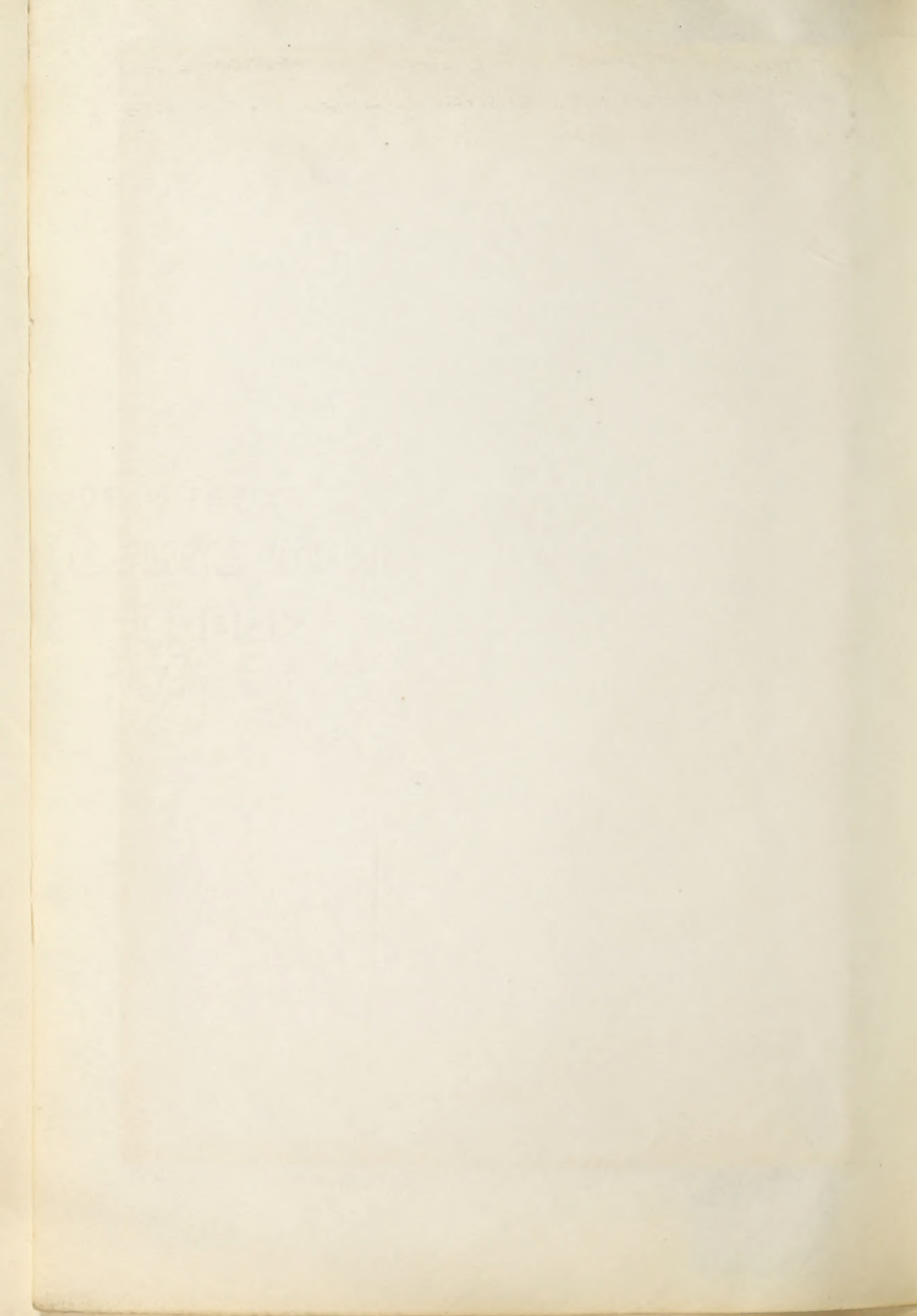


## EXPENDITURES FOR SCHOOL BUILDINGS, GROUNDS AND EQUIPMENT, 1924-25

	Common School Districts	Independent School Districts	Total
School buildings (value).....	\$ 1,725,309	\$ 3,722,114	\$ 5,447,423
School grounds.....	222,756	752,641	975,397
Furniture.....	287,981	377,555	665,536
Teachers' homes.....	56,413	9,475	65,888
Equipment for teaching:			
Science.....	\$ 2,250	\$ 10,078	\$ 12,328
Bookkeeping.....		2,100	2,100
Home Economics.....	7,036	54,928	61,964
Manual Training.....	4,455	45,466	49,921
Stenography.....		2,450	2,450
Libraries.....	15,765	27,687	43,452
Agricultural grounds.....	3,300	4,530	7,830
Total.....	\$ 32,806	\$ 147,239	\$ 180,045
Grand total.....	\$ 2,325,265	\$ 5,009,024	\$ 7,334,289

### SUMMARY OF ALL EXPENDITURES, 1924-1925, INCLUDING SALARIES

Salaries .....	\$2,445,065
School buildings .....	5,447,423
School grounds .....	975,397
Teachers' homes .....	65,888
Furniture .....	665,536
Equipment .....	180,045
Total .....	\$9,779,354





Tillotson College  
Austin, Texas

In 1926 Tillotson College was made a woman's college to meet the need for non-co-educational schools for negro girls. The change was economical, and came about because the annual enrollment registered four or five times as many girls as boys. Tillotson is now a "Class A" Junior College by state recognition and purposes to address itself primarily to meeting the increasing demand for well trained teachers and school administrators.

Sam Houston College  
Austin, Texas

Sam Houston College is officially approved by the State Departments of Education of Kansas, Missouri, Texas, North Carolina, and the Southern and Northern States as a Class A Senior College.

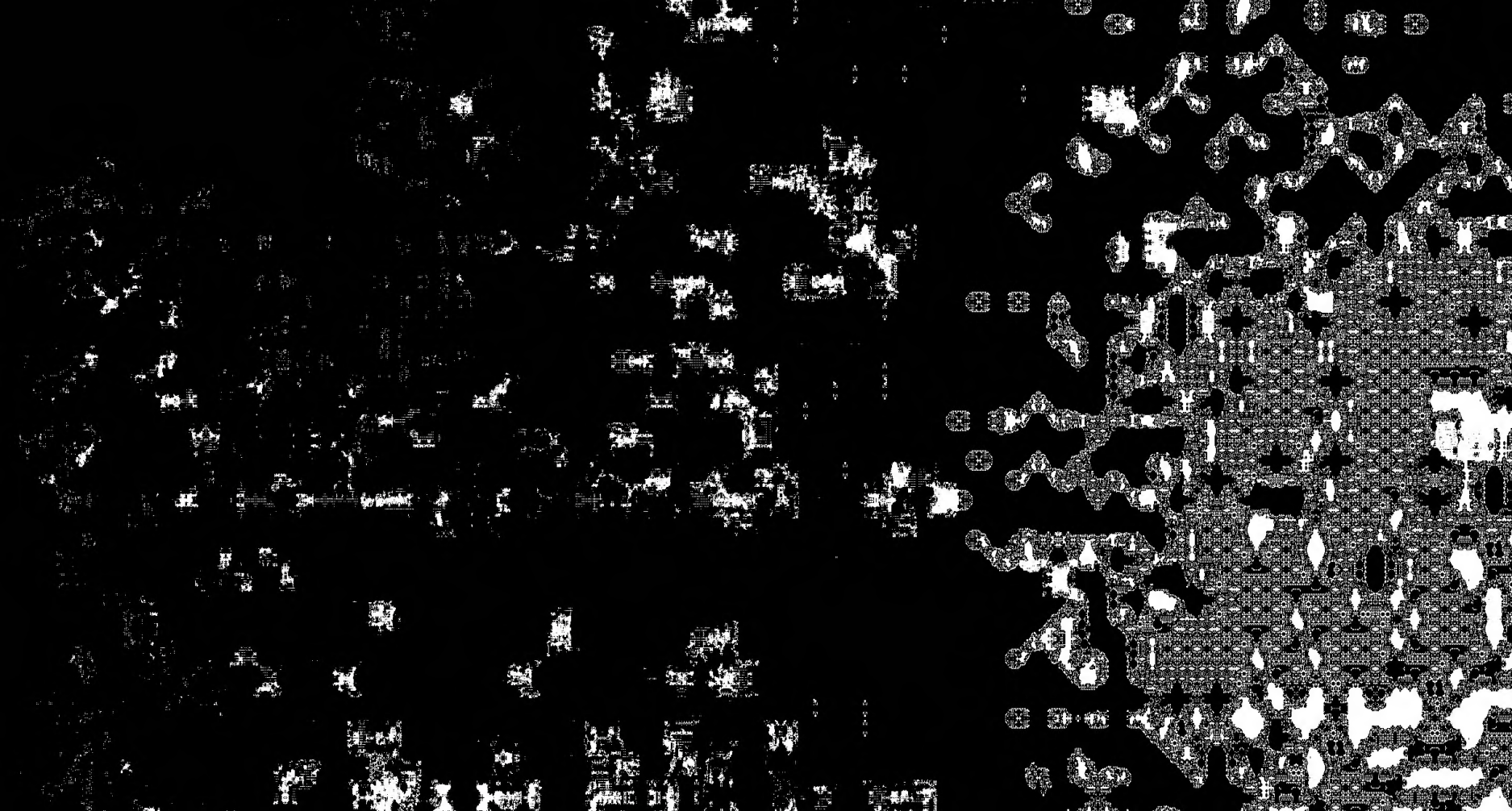




TILLOTSON COLLEGE  
*i n A u s t i n , T e x a s*



*President  
James  
T.  
Hodges*





# · TILLOTSON · COLLEGE · *Austin · Texas* ·



BEYOND the Sabine River in the great Southwest, between the Arkansas and Rio Grande, the Rockies and the Gulf, lies a vast area, still sparsely settled, but glowing with the promise of productivity and empire. It is a land of heroic history and proud achievement. The new farms, the recent villages, and the young cities fast springing into life catch quickly the spirit of the early pioneers, while sons of the aggressive Anglo-Saxon, with those of other races less forward but aspiring, breathe one common air of resolution and independence. Here, forty years ago, as now, was a great field of need; a vast region of our broad land to gain for noble ends; and here among the restless citizens there was a numerous race, but recently set free, to educate and elevate. To occupy this land and to redeem this race was a strategic movement worthy of the wisest leadership.

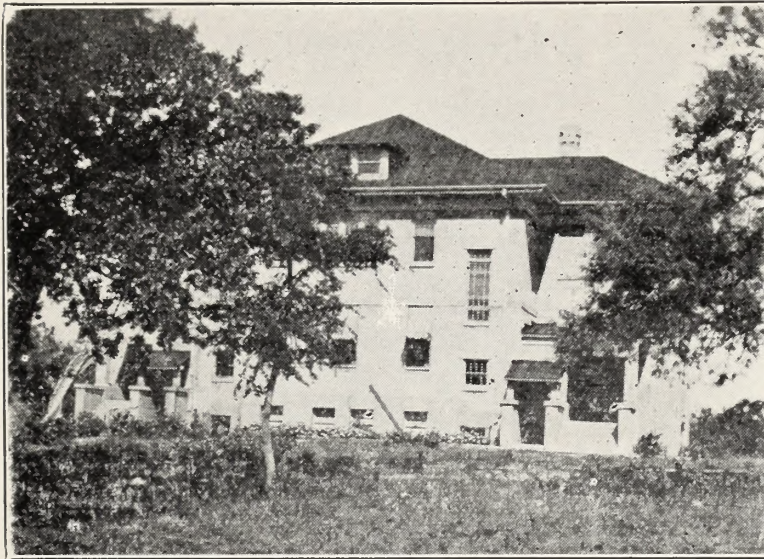
For this service The American Missionary Association came early into this field. The Tillotson Collegiate and Normal Institute was chartered in 1877 and opened to students in January, 1881, in Austin, Texas. In 1909 this Institution secured a new charter, and its name was legally changed to Tillotson College. Under this charter, Major Ira Hobart Evans, one of Austin's leading citizens, and a man of heroic mind and heart, cheerfully consented to serve as president of the trustees. Through his encouragements and generous contributions, together with glad responses by the College and its friends, the Industrial Building in 1911-12 and the Administration Building following, two splendid gifts, were added to the College plant.

Tillotson has now become a "Class A" Junior College by State recognition, and purposes in the future to address itself primarily to meeting the increasingly growing demand for well trained teachers and school administrators. As public education moves upward in the history of colored people everywhere in America, the teachers and administrators must have advanced and specialized training. It is the purpose of Tillotson College to become a teachers' college of high rank and quality. This advancement in the work will enable all students graduating from the College course in Education to receive a State teacher's certificate of the first class, together with their diplomas.

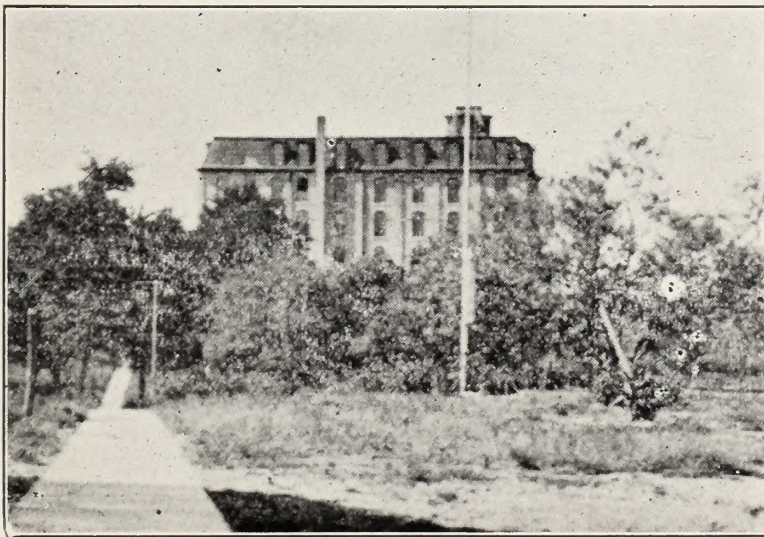
In seeking a president prepared to meet the specific needs of the future, Tillotson was favored in securing the services of Mr. J. T. Hodges. Mr. Hodges is a graduate of the Atlanta University with a Bachelor of Arts degree, and has done summer school work in Chicago. For fifteen years he taught in the schools of Texas (at Prairie View) and had charge of normal and pedagogical work. For three years he was president of Houston College, Houston, Texas. For the past six years he has been on the staff of the Inter-racial Committee as a district director with offices in Columbia, South Carolina. With the loyal support of alumni friends of Tillotson he is ambitious to lead the college forward to higher standards of education and service. He also plans in every way possible to promote and establish inter-racial good-will and justice. The budget of the school for 1926-27 was \$31,000 of which \$14,500 was received locally in board and tuition. The enrollment was 203 pupils, of whom 76 were boarding







ADMINISTRATION BUILDING, TILLOTSON COLLEGE



ALLEN HALL, TILLOTSON COLLEGE

## HISTORICAL NOTE

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Beyond the Sabine River in the great Southwest, between the Arkansas and Rio Grande, the Rockies and the Gulf, lies a vast area, still sparsely settled, but glowing with the promise of productiveness and empire. It is a land of heroic history and proud achievement. The new farms, the recent villages and the young cities fast springing into life, catch quickly the spirit of the early pioneers, while sons of the aggressive Anglo-Saxon, with those of other races, breathe one common air of resolution and independence. Here, forty years ago, as now, was a great field of need; a vast region of our broad land to gain for noble ends; and here among the restless citizens, was a numerous race, but recently set free, to educate and elevate. To redeem this race was an undertaking worthy of the wisest leadership. For this service the American Missionary Association came early into this field.

The Reverend George Geoffrey Tillotson was a man of remarkable energy and sterling character. He was born in Connecticut, educated at Yale College and the Yale Divinity School, a teacher, a pastor for about forty-five years. In ancestry and education, in enterprise and devotion to high ideals, he was a splendid example of New England's noblest sons. largely through the efforts and contributions of this devoted man, the American Missionary Association founded in Austin one of its schools of higher grade. The Tillotson Collegiate and Normal Institute was chartered in 1877 and opened to students in January, 1881.

From the first Tillotson Institute sent forth a clear and steady light. Its enrollments were not large, but it stood resolutely for what was the best in education and culture and labored for those qualities that make stronger Christian character. Its influence was strongly felt. The Christian workers who were the teachers molded and inspired lives that went forth to noble service and leadership, and through the great Southwest Tillotson won high respect and was tenderly and widely loved.

So through the years this College, founded in faith and hope and love, taught the poor and lowly and shed afar its



gentle light of consecrated knowledge, a living lesson of what a Christian school should be. Yet something had been lacking. With its splendid record, with many cherished gifts from generous hearts, with the devotion of many faithful teachers, with longing and endeavor to grow in strength and influence, it yet lacked the means to grasp material greatness, and so fulfill the vision of its founders. Far away, with few to urge its needs, it seemed to be still more and more forgotten; but in the losing struggle there came a vision of a new and larger life.

In 1909 the Institution secured a new charter, and its name was legally changed to Tillotson College. Under this charter, Major Ira Hobart Evans, one of Austin's leading citizens, and a man of heroic mind and heart, cheerfully consented to serve as president of the trustees. When but a youth, a burning love for his country drove him from his New England home to give distinguished military service in the South; and when peace followed, he entered civil life in his adopted state, from which death soon called him. An old-time friend, his hearty sympathy had ever been with Tillotson and its work. Through his encouragements and generous contributions, with glad responses by the College and its friends, the Industrial Building, in 1911-12 and the Administration Building, two splendid gifts were added to the College plant.

Meanwhile the Institution was making a corresponding growth in other vital features—added departments, improved methods, higher standards, and consciousness of progress.

The substantial growth of the College is seen in fulfilling its conscious progress which friends everywhere have for it. It has already passed to a class A Junior College by State recognition and with the addition of a fourth year of college work to meet the increasingly growing demands for well trained teachers and school administrators will work for a higher standard. The aim in this regard, is to turn out from within its walls only the very best. As public education moves upward, as is clearly the history of colored people everywhere in America, the teachers and administrators must have advanced and specialized training. It is the purpose then of Tillotson College to maintain itself as a teachers' college of highest rank





and quality. This advancement in the work enables all students graduating from the College course in Education to receive a State teacher's certificate of the first class, together with their degrees.

In 1926 the authorities decided to make Tillotson a Woman's College, as the growing need for non-co-educational schools for girls of our race was becoming more and more apparent.

The Alumni are working for a closer union and a more systematic service to build up the school. The lives of graduates and former students, near and far, bear constant witness to the successful teaching and the high ideals of Tillotson.

The future of the school rests with its friends.







VOL. XXX

MAY 1930

NO. II

# **SAMUEL HUSTON COLLEGE BULLETIN**

**THIRTIETH ANNUAL CATALOG  
EDITION 1929-1930**

**COLLEGE OF LIBERAL ARTS**

**WITH ANNOUNCEMENTS FOR  
1930-1931**

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RECOGNIZED BY THE STATE DEPARTMENT OF  
EDUCATION OF TEXAS AND OTHER ACCREDIT-  
ING AGENCIES AS A CLASS "A" COLLEGE

---

MEMBER OF THE ASSOCIATION OF COLLEGES  
FOR NEGRO YOUTH

---

AUSTIN, TEXAS

*Motto: "Strive Always to Treat Others Better Than  
They Treat You."*

—R. S. LOVINGGOOD



## GENERAL INFORMATION

### HISTORICAL

The members of the West Texas Conference of the Methodist Episcopal Church struggled for nearly thirty years to establish a school for their children. About 1883, Dr. R. S. Rust, then secretary of the Freedmen's Aid Society of the Methodist Church, bought the present large lot of almost six acres which now comprises the main campus. About this time Mr. Samuel Huston, of Marengo, Iowa, after whom the school is now named, gave to the enterprise \$9,000. Dr. J. C. Hartzell, who succeeded Dr. Rust as secretary of the Freedmen's Aid Society, gave permission that work on the building should begin. The stone foundation and basement were built. There the work stopped for sixteen years; the basement stood in the face of beating rains unused. Many who had worked for the school almost gave up hope for it. But a majority of the members of the Conference continued to pray, to collect money as best they could from the churches and to agitate the cause.

In 1898, Dr. W. Hamilton, now Bishop, then secretary of the Freedmen's Aid Society, let the contract to inclose the building and finish one story ready for occupancy. Then came another lull. But the faith, heroism and labors of presiding elders, pastors and membership of the Conference struggled on.

At the earnest solicitation of Rev. Moses Smith and other presiding elders and pastors, Dr. W. P. Thirkield, now Bishop Thirkield, then secretary of the Freedmen's Aid Society, gave permission that the school might open in 1900. It was not expected that more than forty or fifty pupils would attend the first year.

The building had been inclosed in 1898 but left unfinished on the inside.

When permission to open the school was secured, one floor had been finished and only four rooms were available for use. Birds nested in the rafters, and pigs and goats slept in the basement.

There was no kitchen, no dining hall, no dishes, no furniture.

The Freedmen's Aid Society selected R. S. Lovinggood, who was then Professor of Latin and Greek at Wiley College, to open the school.

He came to Austin with his wife in 1900 to open the school November 1st. Circulars were immediately sent out announcing that fact.

Applications began to pour in from those who wished to board in the building.

What was to be done?

Opening days came. Eighty pupils enrolled, of which number forty-one came to board.

President Lovinggood said of this experience, "The students sat on the trunks while I gave them a lecture and went out to beg chairs, dishes, beds, etc. We called upon neighbors, both white and black; all responded liberally. Our first meal was a jug of molasses and fourteen loaves of bread."

Letters were sent out; earnest prayers and hard work were united. The result was that, while many who wished to board in the building were turned away, more than forty were cared for, and at the close of the seventh month, the enrollment reached 205.

A chair social was given at which the ticket of admission was a chair. Thirty-seven chairs were secured this way.

Then followed a "sheet and pillow case" social, a "dish" social, a "laundry" fair and similar events.

Temporary rooms for dining room and kitchen were prepared. President Lovinggood, his wife and little boy lived in one room, eight girls occupied one room; one teacher and twenty boys stayed in four rooms.

The devotion of the colored people was most touching from the start. For many years washerwomen came Saturday after Saturday with their small earnings tied in a handkerchief to divide with the school. After sharing their possession they would kneel down with the president, pray for the school and pass on. Day laborers brought their donations in weekly installments. In this way one colored laborer gave more than two hundred and fifty dollars to the school.

After struggles such as this, there is no wonder that the enthusiasm for the school was great. The people were devoted to the school for it was of their very life. They loved it. They talked about it. They prayed for it. The heroic struggles of these friends enlisted the friendly efforts of others. A copy of the *Samuel Huston Bulletin*, in which the struggles and needs of the school were set forth, was sent to that Christian gentleman and friend of humanity, Rev. E. O. Thayer, D. D., ex-president of Clark University, Atlanta, Ga., then presiding elder of the Portland District, Maine Conference, of the Methodist Episcopal Church. With this paper, Rev. Thayer interested a Christian gentleman of Portland in the work. This gentleman was Mr. Edward T. Burrowes. Dr. W. P. Thirkield, then Secretary of the Board, who had just visited the school and knew its needs, began a correspondence with Mr. Burrowes, which resulted in a donation from Mr. Burrowes of \$5,000, provided \$2,500 could be raised from other sources. Dr. W. P. Thirkield raised \$1,500 and the Conference \$1,000. The financial assistance of Dr. Burrowes resulted in the completion of the main building, which now bears the name of Burrowes Hall, in honor of this gentleman who gave \$5,000 without visiting the school. Later this initial gift was greatly increased. Mr. Burrowes assisted in the erection of other



buildings, including the boy's dormitory and industrial building. His total givings exceed \$20,000. Opportunity finally came to him to visit the school and he was moved to tears as he saw the pupils engaged in the activities of the school life. When he stood before the group in the chapel he again broke down and could hardly speak. He wrote later: "After making an investment in this enterprise, I made a trip to Austin to personally inspect the work done at the school. I know of no place where an investment in educational work has brought such large and immediate returns."

The school was crowded from the first. Hundreds have been turned away for lack of room. The highest enrollment reached thus far has been 523.

After twenty-nine years of existence the school is standing as a monument to the heroic efforts of R. S. Lovinggood, and the faith and loyalty of the West Texas Conference, and the generosity of Samuel Huston, Mr. E. T. Burrowes, and many others who gave liberally of what they had, and to the vision of Dr. Rust, Dr. Thayer, Dr. Hamilton, Dr. Thirkield. There were more than a hundred stars in her service flag; her graduates are hundreds and are found occupying positions of honor, service and usefulness throughout the Nation. As the new days dawn Samuel Huston College located in a State larger than all the Atlantic states to Virginia inclusive, ministering to the educational needs of a population of two-thirds of a million colored people, surrounded by the best public school system for Negroes in the South, faces a future that is brighter than any prophet can estimate.

### Austin

The City of Austin, the capital of Texas, is widely known for its natural beauty. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also adds healthfulness to location. Its hills are crowned with public buildings, among these is the Capitol, one of the largest and most beautiful State Capitols in America. The country surrounding Austin is charming in the variety of scenic beauty with gently rolling farm lands, rivers, lakes, rough mountain scenery, enriched by wild flowers, beautiful song-birds, and most wonderful sunsets. Austin is a city of schools, churches and other institutions belonging to a well organized community. Few cities of its size afford equal literary advantages or boast of so intelligent people. Austin is an ideal college location; for it has the advantages of the city without the distractions and temptations of a great metropolis. Its semi-rural surrounding and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life. Austin has railway connections with all parts of the State. The Missouri, Kansas and Texas, the Houston and Texas Central, and the International and Great Northern all pass through the city.

### The College

Samuel Huston College is situated in Austin, Texas, on a hill overlooking the plains of the Colorado River.

The aim of the College is to develop men and women adequate to the tasks of life. It therefore supplies the foundations prerequisite for professional courses, and gives the training and knowledge which are equally valuable for those whose scholastic education ends with the College.

It is recognized that, as a means of intellectual development, study is the main business of the college life. College students are, as a rule, earnest, competent, of stable morality, and high ideals. Any of a different class, who may show by their lax morals, their infringement of regulations, or by their failure in scholarship, that they are not profiting by the advantages of the College, will be excluded from it. The College hopes to attract young people of ability and earnest purposes.

### The Campus

The campus consists of fifteen acres, the main part of which is occupied by the principal buildings of the College.

The rolling lawns which gradually slope into the meandering campus ravine, the rustic live oaks, huisache, weeping willows, ligustrums, feather palms, small evergreens, flower plots, fencing hedges, and beautiful song birds, go to make the campus one of the garden spots of Austin.

The campus is provided with courts for tennis, basketball, volleyball, and croquet, and these, together with the baseball diamond, the football field, and track at the College Stadium afford ample opportunity for outdoor sports and recreation.

### Buildings

Four brick buildings adorn the campus:

Burrowes Hall, the administration building, a four-story structure. The ground floor contains the refectory; the second floor contains the offices of the President, Dean, Registrar, Bursar, classrooms for business administration courses, and the library; the third floor contains the chapel, Y. W. C. A. parlor, and the fourth floor contains dormitory for boys.

Young Men's Dormitory, a four story building equipped with modern conveniences and improvements; the second floor contains classrooms for literary subjects of college students, and the office of the Dean of Men.



Science Hall, a two story structure which contains the lecture rooms, laboratories, and classrooms for college students in the departments of biology, physics, chemistry, and mathematics.

Eliza Dee Home. In point of beauty, size, equipment, and modern conveniences this home easily ranks among the leading school buildings of its kind. It is used exclusively for the work in home economics and as a practice home for girls.

Besides these brick buildings there are several frame structures as the conservatory of music which has recently been renovated and splendidly equipped, the President's home, laundry building, and three cottages for teachers.

### The Laboratories

Science Hall contains the laboratories and lecture rooms of the Chemistry, Biology, and Physics Departments. All three laboratories are equipped with water, gas, and electricity.

The Chemical Laboratory is amply provided with chemicals and apparatus for both individual and lecture-room work, and equipped with furniture of the most approved design and workmanship.

The Biological Laboratory is splendidly equipped with lockers, museum collections, charts, models, aquaria, electric incubator, paraffin bath, microtome, microscopes, slides, and other suitable materials.

The Physical Laboratory is equipped with individual and demonstration apparatus and appliances for the study of heat, light, sound, magnetism, electricity, and radio.

### The Library

The library contains about eight thousand catalogued volumes of the most up-to-date reference works and classics in English and modern languages, the leading departmental periodicals and general magazines, dailies, and the leading Negro weeklies. The hall, which will accommodate a hundred readers at the same time, has recently been handsomely furnished and equipped. Besides, there is a nicely arranged class-room and a room for private research work by faculty members.

### The Samuel Huston Stadium

The Samuel Huston Stadium comprises eight acres a few blocks from the College campus. The gridiron is surrounded by a quarter-mile track and the diamond occupies separate space. The stadium has athletic houses with lockers, shower baths, drinking fountains and other conveniences.

## Alumni and Ex-Students Association

The Alumni and Ex-Students Association of Samuel Huston College is composed of all the graduates and ex-students of Samuel Huston College. The Association aims to assist in the promotion of the best interest of the College and to combine the graduates and ex-students into a solidarity for mutual advantage. The annual meeting of the general association is held at Samuel Huston College on the day before the College Convocation. The meeting is of a business and social nature. Local clubs have been organized in many cities of Texas and other states.

## Religious Life

Samuel Huston College is decidedly Christian in theory and practice. It applies Christian principles and methods in its work and regulations. It is under the patronage of the Methodist Episcopal Church. Although in this respect denominational, it is not sectarian in the sense of teaching the religious tenets of any particular sect. Its advantages are offered without restriction to all who wish to spend the formative years of college life in a warm religious atmosphere, where Christian interpretations are given to the problems of science and of conduct, where Christian ideals of life are emphasized, where Christ is held as the supreme revelation of God to man, and the church as the most potent institution for human betterment. The majority of the students come from Christian homes and large numbers bring a vital Christian manhood and womanhood. In such a community the religious life organizes itself almost spontaneously.

There is a chapel service five days a week throughout the school year. Since it is a matter of common experience that there is need of more stimulus for regularity at religious service when under the constant stress of class preparation, chapel attendance is required of all students.

Students are required to attend at least one preaching service each Sunday. Special meetings are held at various times each year at which the claims of the Christian life are presented.

Prayer meeting is conducted on Wednesday of each week.

In view of the intellectual and religious readjustments which inevitably result from higher education, and indifference to formal religion, college students are in danger of seeing life only from the standpoint of selfish and material ends. Accordingly, though the instruction at Samuel Huston College is scientific and explicitly free from sectarian or doctrinal bias, it is all characterized by a definite aim to give the student a broad spiritual outlook, and to impress him with the ideal of service rather than of selfish acquisition.



### Intellectual Life

The intellectual life of the College naturally centers in the class room, but there are many outside organizations, whose purposes foster the intellectual interest of small groups. There are some whose membership is determined by high scholarship or other intellectual attainments. There are others that attempt to maintain that intellectual comradeship which characterizes a community with like interest.

### Physical Life

The College provides systematic physical education for the health and symmetrical development of the body. This work is required of Freshmen and Sophomores, and may be elected by all college students. Outdoor sports are encouraged. Intra-mural and inter-collegiate teams for football, basketball, baseball, volley ball, tennis and other field athletics are regularly organized. All these activities are under the supervision of expert directors and their assistants. These sports add to the zest of life and help in the promotion of the social welfare of the College. The emphasis is placed not so much on the production of expert teams, as on the cultivation of a love for outdoor life and clean sportsmanship.

### Social Life

Great care is taken to make the social life of the College helpful and interesting. The College holds its social organizations as a matter of high importance. It deems itself fortunate in that the attendance, although large, is not too large to afford every student opportunity for social culture in connection with one or more of the various social units. The social committee of the Faculty has general supervision over the social activities and aims at a well-defined policy. The dominant groups in the student social activities are the various clubs, the literary societies, the Y. M. C. A., the Y. W. C. A., the Phi Beta Sigma Fraternity, the Alpha Alpha Kappa Sorority, the Zeta Phi Beta Sorority and the Alpha Phi Alpha Fraternity.

### GOVERNMENT

Every student admitted to Samuel Huston College is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to Faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct will be subject to such discipline as the Student Relations Committee may deem that the case merits. Samuel Huston College was founded, and is maintained, by gifts of Christian men, for the purpose of developing scholarship and Christian

Character. Out of the gifts thus generously made, more than half the cost of educating every student attending the College is paid. These funds are committed to the College in trust, to be wisely and conscientiously invested in the education of young men and women, whose life and work prove that they are worthy of the benefit.

Students who live at their homes or who room in the city, by special permission, are expected to observe, in general, the same regulations, respecting conduct, deportment, and habits of study as those living in the dormitories.

Because of limited space and other regulations the dormitories are reserved for boarding students only.

No student may have an honorable dismissal or will be given credit for his studies until his bills are paid at the office.

The College reserves the right to terminate its relations to a student whose conduct proves him to be at variance with the methods and spirit of the College, or who does not maintain a satisfactory standing in his class.

#### NOTE TO PATRONS

When money orders or checks are used in the payment of bills please make them payable to Samuel Huston College and not to the President or Bursar.

Address all letters "Care Samuel Huston College, Austin, Texas."

#### DORMITORY REGULATIONS

Each student must furnish his own sheets, pillow cases, coverings, towel and soap.

Each student is responsible for the care and protection of all articles assigned to his room by the Institution.

Firearms and other weapons must not be kept in dormitory rooms.

Each dormitory-room door is provided with a lock and key and the use of any other lock will not be permitted.

The use of gasoline, benzine, electric irons, or other flame-producing devices in dormitory rooms is prohibited.

Boarding students are forbidden to visit relatives and friends in the city unless accompanied by a teacher or parent, and in no case will a boarding student be permitted to remain out overnight.

All students living in dormitories are required to attend Saturday morning conferences.

Dormitory rooms must be ready for inspection from 7:30 a. m. to 9:30 p. m.

Non-resident students must in all cases room and board in the buildings, except in such cases as may seem to the President suf-



ficiently safe, and for which cases he is willing to assume personal responsibility.

### BOARDING HALL REGULATIONS

Students are admitted to dining hall only on presentation of an admit-card to the matron.

Meals are served only in the dining room and at regular meal hours.

No meals may be carried away from the dining hall except to sick students who have been reported to the matron by the Dean of Men or Dean of Women.

A student must be out two weeks to receive reduction in board and no reduction will be allowed if he is absent without the knowledge and consent of the President of the College.

*Note—All bills are payable in advance.*

### STUDENT EMPLOYMENT BUREAU.

The College is anxious to assist students of limited means to secure an education but is able to give employment to a very few in helping to care for the buildings and grounds. The City of Austin, however, offers unparalleled opportunities for young men to work their way through school.

The office of the Dean of Men serves as an employment Bureau for deserving young men of the College. Employment secured by this Bureau alone amounted to more than six thousand dollars for 1929-30.

Applications for work may be filed at any time of the year.

### LOAN FUNDS

There is a small loan made to worthy students by the Board of Education of the Methodist Episcopal Church. It is the aim of the College to offer this loan to such members of the Freshmen class as shall have need for special help and who may meet the requirements of the Board.

### RELIGIOUS ORGANIZATION

#### Sunday School

Samuel Huston College has a well organized graded Sunday School with all necessary departments and superintendents. Young people in the department of religious education preparing for Christian leadership have a chance to see and do practical work in organization and supervision of church schools.

### Epworth League

This is an organization of the young people, by the young people, and for the young people. Its departments are supervised wholly by students with a member of the Faculty as general superintendent.

### Standard Leadership Training School

The Standard Leadership Training School, sponsored by the Leadership Training Division of the Department of Church Schools, of the Board of Education of the Methodist Episcopal Church, has become a part of the college program and an effective means of acquainting the young people with the church program and method and of training for life service.

### The Oxford Club

This is a group of young people who have definitely decided to enter some form of religious service as a life work. The aim is to give an opportunity for young people preparing for the Christian ministry, social service and missionary work to have the encouragement and fellowship of others of similar ambitions.

### Queen Esther Circle

The Queen Esther Circle is an organization of the Woman's Home Missionary Society for girls above the age of fourteen. The purpose is to instruct the girls in the needs of missionary work in the homeland. Meetings are held monthly. Dues are fifty cents a year. These funds are used in some needy field of mission work. Members may decide to which field they will send the money. All girls are urged to join this circle.

### Christian Associations

The Y. M. C. A. for young men and the Y. W. C. A. for young women are very important organizations in the life of the school and in helping to develop character and ideals of Christian citizenship and social service in the students.

## STUDENT ORGANIZATIONS

### Athletic Association

The Athletic Association is an organization including in its membership the entire student group and designed to foster and cherish the spirit of honorable competition.



### **The Phi Kappa Theta**

The Phi Kappa Theta is a Scholarship Society designed to promote the highest ideals of scholarship among the students. Membership in this society is based solely on scholarship, and the student so honored is recognized as having achieved the highest academic distinction in the gift of the College. Special Research work in the field of Negro History and Literature is attempted. Members of the Faculty are active honorary members and the president of the College is the exalted honorary member. Members wear gold pins with Greek letters to indicate their rank.

### **Phi Beta Sigma**

Phi Beta Sigma is a national Greek letter fraternity whose membership is opened to young men of college grade who combine scholarship with strong character. The Pi Chapter is in Samuel Huston College.

### **Alpha Phi Alpha**

The Alpha Phi Alpha Fraternity is a national organization of college men who stress high scholarship and higher education. It is interested primarily in the development of well educated and competent leaders. The local chapter, Beta Zeta, gives an annual scholarship of \$50.00 to some deserving student who has maintained a high scholastic record during the preceding year. The national organization conducts an annual national educational campaign urging students to remain in school and further their educational training. About \$2000 is used annually in the form of scholarships, etc. The Beta Zeta Chapter is established in the College.

### **Alpha Kappa Alpha**

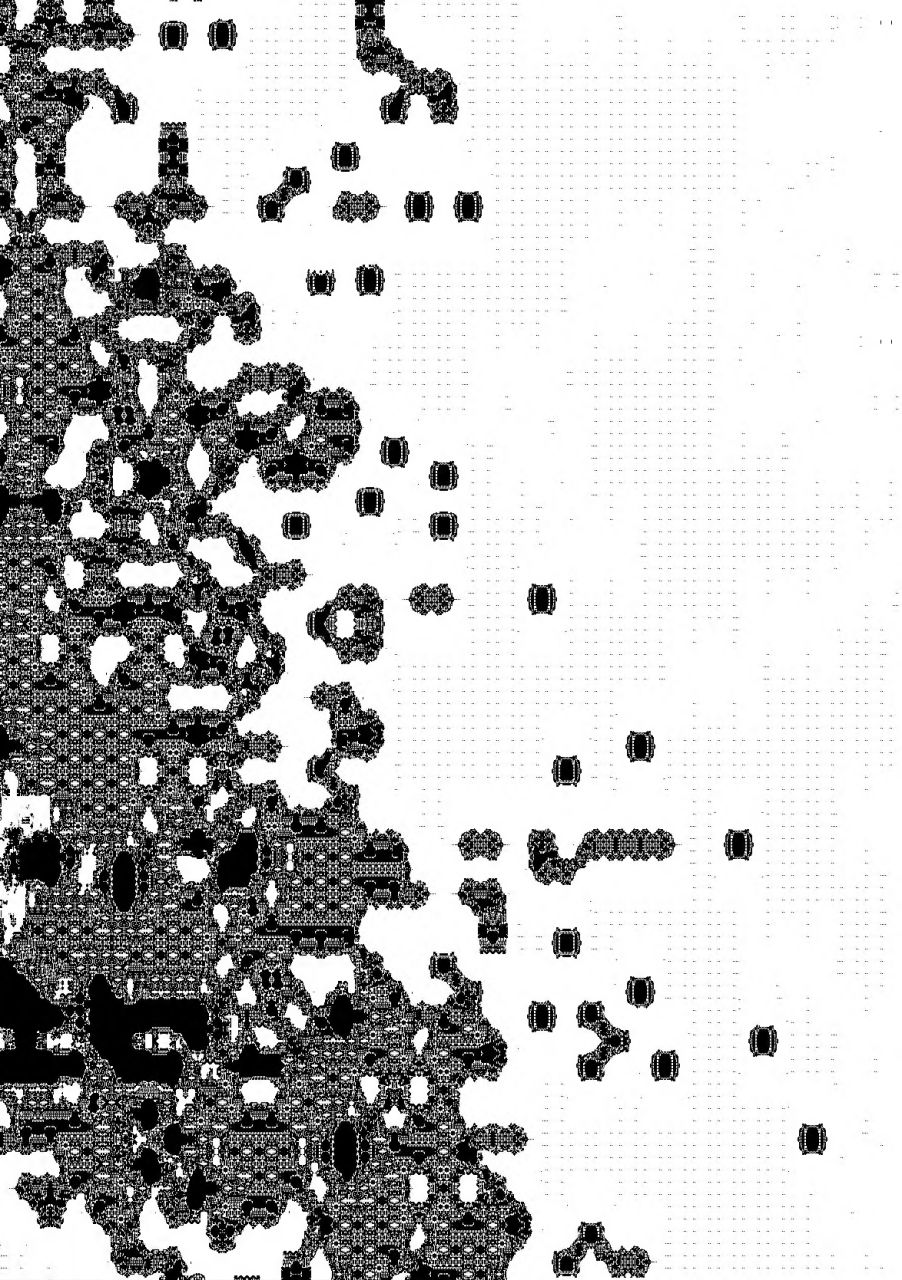
The Alpha Kappa Alpha is a national sorority which stresses high ideals. The Alpha Mu Chapter is in the College.

### **Zeta Phi Beta**

The Zeta Phi Beta is a national sorority which stresses high ideals. The Chi Chapter is in the College.

### **Lovinggood Collegiate Society**

A society whose purpose is to develop the highest taste and deep appreciation of literary work and art. Much time is devoted by this organization to public speaking and debating. The society is the official organization representing the College students.





educational event of the College and the financial campaigns of the West Texas Conference of the Methodist Episcopal Church.

4. The Samuel Huston College Beacon, containing the current news of the college in general, is a student-faculty publication, published bi-weekly during the school session.

5. The Samuel Huston College Bulletin, containing the current news of the College in general, is a student-faculty publication, published monthly during the school session.

6. The College Pictorial, showing grounds, buildings, and student activities, is published annually.

7. The College Annual, a student publication, giving a summary of the student activities for the college year, is published in May of each year.

#### TEACHERS' PLACEMENT BUREAU

Under the supervision of the department of education, a teachers' placement bureau has been established. The business of this bureau is to recommend graduates for teaching positions. Only those graduates who are especially prepared for the work will be recommended for such positions. Preference in every case will be given to students who, in addition to good scholarship, have given evidence of personal qualities desirable in the teaching profession.

In order to render every possible kind of service to administrative officers in search of experienced teachers, the bureau keeps on file the names of graduates of the College engaged in teaching. In order that this list may be kept up to date, all alumni of the College now teaching are requested to file their names and addresses with the Dean of the College or the departmental head, and keep him informed concerning any change in position or address.

#### THE SUMMER SESSION

The Annual Summer Session begins the first week in June and closes the second week in August. A bulletin for the Summer Session will be sent at your request. Address all correspondence to the Director of the Summer School, Samuel Huston College, Austin, Texas.

#### Purpose of the Summer Session

The Summer Session is conducted primarily for the advantage (1) of teachers who cannot work out their degree in the regular sessions but who wish nevertheless to earn their degree in response to the evergrowing demands of the State for degree teachers; (2) of teachers who wish to earn a higher certificate while

## STUDENT HONOR CODE

Students of the College and the University are expected to follow the Honor Code of the National Honor Society.

1. The National Honor Society Student Handbook contains the general rules of the Honor Code. It is a document which governs the conduct of students during the school year.

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GEOUCESPER  
INSTITUTE

VIRGINIA

Capomasic, Va.



# GLOUCESTER INSTITUTE

Capahosic, Va.





**G**LOUCESTER AGRICULTURAL AND INDUSTRIAL SCHOOL AT CAPAHOSIC, VA., was organized by the colored people of Capahosic and vicinity in 1886. Its first sessions were held in a log cabin with two windows. William B. Weaver, a graduate of Hampton Institute in '78, accepted the position of principal.



FIRST SCHOOL BUILDING AND PRINCIPALS

The people raised money and purchased thirty-three acres of land, on which a large school building was erected. They were unable to complete the payments, and through Principal Weaver the A.M.A. was asked to assist. This

was agreed upon, and the property was transferred to the Association. It was purposed to build up a school of good grade conducted entirely by colored teachers, the main responsibility for its support to be carried by the colored people.

In 1899 the Assistant Principal, Mr. Wm. G. Price, was appointed to succeed Mr. Weaver. Mr. Price is also a graduate of Hampton, and for more than thirty-one years has carried on and developed the work in a most satisfactory way, not only for the benefit of the students enrolled but for the community as well.



HUBBARD HALL





DINING HALL AND BARN

# Gloucester Institute

## Capahosic, Va.

PRINCIPAL - WILLIAM G. PRICE

The Gloucester Agricultural and Industrial School, situated in rural

Gloucester County, Va., is confronted with a twofold task.

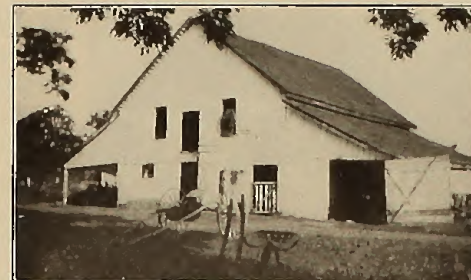
The poorly-paid rural Negro teachers, teachers whose positions are economically unstable—here one term and gone the next—are given but a five months' session, or at best a seven months' session, to do the work of nine months. This effort on the part of teachers in transition to do the work of nine months in five or seven months logically results in beginning much and accomplishing little. How to make adjustments under these conditions so as to fill in the inefficient elementary course attempted, lay a foundation for life as well as do genuine High School work, is our main task.

Lying back of the main task and conditioning it is the task of increasing in parents the awareness of their opportunities, of helping them meet a changing world with intelligence and to assist them in developing knowledge to deal wisely with their children. To make willing partners of parents and pupils so they will do the maximum to educate themselves means making haste slowly—about as fast as we can educate.

In the field of academic progress and achievement the school is greatly encouraged; for above a third of a century it has prepared and sent on to college and out into life an increasing stream of well-prepared graduates.

The Registrar of Howard University, writing relative to one of our graduates, said: "I am sure you will be very interested to know that Miss Edith G. Murray, who is registered in our College of Liberal Arts, for the school year 1927-28, is one of the three persons at Howard University who maintained an average of 'A' for the last school year. Wednesday, November 21, 1928, is Honor Day at Howard University, and exercises will be held in Chapel at 12:00 o'clock to pay tribute to the three persons who maintained this high scholarship."

On March 12th of this year the Supervisor of Secondary Education of the State Board



MODEL BARN

visited our school and wrote: "I cannot refrain from complimenting you on the excellence of your school organization and upon the quality of work being done."

In view of peculiar local needs of farmers in meeting regional competition, due to climatic advantages further south, the school stresses agricultural training of high grade and practical character on the Secondary-School level. In its successful correlation of agricultural theory and economic practice, I believe the school is making a unique contribution to agricultural instruction and local farm practice. In achieving this, I hardly need say the school has not catered to numbers, and that our hope here rests upon "those that want an education and know that they want it."

When it comes to character development we know no substitute for work honestly done, whether that work be academic or industrial. Under the title of "A Hero," I find in the February, 1929, "Crisis" the following account of a graduate of our school. Truly, Howard Martin and his wife are "Giants in the Earth."

### A HERO

*"Mr. Howard Abner Martin of Village, Va., a graduate of G. A. and I. School, Capahosic, Va., was a great educational worker. So much so that he sacrificed his home in order that the children in his community might have a comfortable school building. By so doing, he was forced to leave home in search of work to redeem his home. On June 14, 1928, he started out to find employment. On June 30, 1928, he met his death on the job accidentally, leaving a wife and three girls with a great responsibility. Mrs. Martin looks upon her husband's work and sacrifice as just 'service.' We look at it as 'heroism.'"*

The "Crisis" says: "We have printed this letter as it came to us. It is the story of an humble worker in a little Virginia town, but it is a fine story and a fine life. Out of bits like this great races and great nations are built. We lift our hat and hand to the memory of Howard Martin."

### Urgent Needs

Poor crops, due to a protracted drought last summer, have necessitated the turning away of a number of students because their parents could not pay their bills, nor could we give them the desired work to help earn expenses. To keep down expenses the school gives work only in so far as such work is economic.

Our immediate need is for money to enable the school to do more in a productive way so a larger number of students may help earn their expenses.

To do good work as well as meet state requirements there is a pressing need for money to purchase reference texts and more good library books.

W. G. PRICE.







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2. The second is a paper by J. H. Poincaré, published in 1893, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1893, 1894.
3. The third is a paper by J. H. Poincaré, published in 1894, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1894, 1895.
4. The fourth is a paper by J. H. Poincaré, published in 1895, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1895, 1896.
5. The fifth is a paper by J. H. Poincaré, published in 1896, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1896, 1897.
6. The sixth is a paper by J. H. Poincaré, published in 1897, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1897, 1898.
7. The seventh is a paper by J. H. Poincaré, published in 1898, in the *Annales de la Société Scientifique de Bruxelles*, 2nd series, 1898, 1899.
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1. Gould, Florence J., Personal Observations and Research.

Louisiana	Straight College	New Orleans
Texas	Tillotson College	Austin
Tennessee	Le Moyne	Memphis
Kentucky	Lincoln Normal	Lincoln Ridge

Personal correspondence with members of faculties of Hampton, Virginia; Tougaloo, Mississippi; Bishop, Texas; Moorehead, Mississippi; Thomasville, Georgia; Benedict College, Columbia, So. Carolina.

Personal acquaintance with members of State Boards of Louisiana, including Superintendent Harris of Louisiana and members of staff of University of Texas, Austin, Texas.

A field study of negro public and private schools, rural and urban, elementary and higher institutions.





Special student University of Texas, 1920.

Personal research from three weeks to six months in Louisiana, Kentucky, Tennessee, Mississippi, Texas, and Appalachian section of Virginia, rural and urban; also in Washington, D. C.

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